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No. 1

The President's Desk

IN MEMORIAM MRS. WOODROW WILSON, wife of the President of the United States, and for many years an honored member of the National Congress of Mothers and Parent-Teacher Associations, has been called to her eternal home.

Mrs. Wilson attended the conventions of the New Jersey branch of the Congress, and at the convention in Plainfield received with the officers of the Congress—being at that time wife of the Governor. After going to Washington, she again showed her interest in the Congress by inviting some of the National officers to meet her informally at the White House. Her illness was even then severe, and the Mexican war cloud prevented her from meeting the delegates to the International Congress as she had expected to do.

Her last act in urging the passage of a law that would prevent congested and slum districts in Washington was in line with the deep interest she felt in making better homes possible for all the people, and will be a living monument for years to come. A devoted wife, a helpmeet in the highest sense of the term, a good mother doing her full duty in her own home, yet reaching out to help other homes and other mothers, Mrs. Wilson's life was one that shows the highest type of womanhood.

For the President of the United States, on whom such heavy responsibilities are laid at this time, every one must feel deepest sympathy that in the time of his greatest need he is bereft of the closest counsellor and friend.

**SCHOOLS OPEN
FOR PARENTS
AND CHILDREN**

THE long vacation days are over, and to the long closed schools thousands of children will wend their way to begin another year of school work. Perhaps there is a new teacher to welcome many of them, and there are many new pupils to be welcomed by the teacher.

The children are usually glad to have the definite occupation that school gives them, for the idle hours of the summer have become monotonous to many. Yet the change from outdoor life and freedom is not easy, especially as September days are often among the warmest of the summer. The change may be made much easier for the children and teachers if some of the classes recite outdoors. This would be possible in many schools.

Now that parent-teacher associations are recognized as an important auxiliary of schools and have been organized in so many schools, parents as well as children and teachers are turning their steps toward the school, and are taking a deeper, more intelligent interest in its equipment and work.

Parents have such wide opportunities to help their children through the parent-teacher associations when properly conducted that no father or mother can afford not to attend, nor should they rest until a parent-teacher association is organized, if one has not yet been established in the school.

The primary purpose of the parent-teacher association is for parental self-education in home making and the care of children. The model Parent-Teacher Association is a school for parents, where they study and discuss how to promote the welfare of their children, and ask themselves what kind of fathers and mothers they are. The programs should, during the year, cover the physical needs of children from babyhood to maturity, the questions of sanitation, ventilation, clothing, food values, and foods that are suited to different ages, the moral training in the home, and the educational system of the school. A circulating library on home economics and child nurture should be available for the parents, and may easily be formed if each member contributes money for one book. A list of those that are valuable can be procured from the National Congress of Mothers. State libraries are often available for this library service, and will send libraries that may be retained as long as desired.

The First Meeting.—A reception to the teachers, given by the parents of the school, is a good way to begin the year's meetings. At this reception the teachers should have the opportunity to give the plan of the school work to the parents, and in what ways they would like coöperation. This creates mutual understanding and a friendly spirit at the outset. Probably the teachers may think first of the needs of the school and may emphasize those. These needs certainly should receive the consideration of parents, but the Parent-Teacher Association should not become merely an auxiliary of the school for the purchase of school equipment. The educational function and purpose of the organization should be constantly held in view, for the welfare of children today depends principally on the kind of homes and the kind of parents they have. Three committees should be chosen with regard to their qualifications for their special work. The Program Committee should know something of educational matters as they relate to the home. The Committee on Coöperation should study the school and in all possible ways supplement the teacher's work by whatever form of help may be most needed. The Committee on Community Child Welfare should make a survey of the district as to its influence on childhood and youth, and really know all the facts as they affect health and character.

The shops that are illegally offering cigarettes to children should be listed, the fiends who entice youth to become drug fiends should be discovered, the class of moving pictures should be known, the temptations in the way of saloons and liquor should be listed, the treatment given to wayward children should be known, the places where children are working and where they may work should be found, the possibilities for playgrounds should be studied, the social needs and opportunities should be known, the supply of children's reading and the quality of it are all of vital importance to parents and children. The quality of the milk and water supply, the health board's work in prevention of disease and education in health rules, the sanitary condition of the schools, all come within the scope of community child welfare, and have a place in the study undertaken by a Parent-Teacher Association. In some cases an investigator has been employed to look into these questions and report. It is worth all it costs to do this in any school. Often parents and teachers are unaware of conditions, which, if known, would be remedied.

Take, for example, as one question to be answered: How many children

come from homes where the mother works outside and must trust the children to go to school at the proper time?

Very often these are the children who are truants or who get into mischief. It would be a simple matter if these children were known to arrange for some older child living near to stop for them. Such help would be of incalculable value. Friendly interest and a spirit of helpfulness can prevent many evils and safeguard children who are deprived for any reason of parental care. It is the ounce of prevention that is worth the pound of cure.

**GOVERNMENT
ENCOURAGES
GOOD HOME
MAKING**

CONGRESS has passed a bill which means much to the homes of the United States. The Lever Bill appropriates millions of dollars for the teaching of agriculture and home economics. Each State will receive the first year \$10,000 from the National Treasury. In the following seven years it will receive more than this provided it appropriates as much as the Federal Government.

Large appropriations are made for popular demonstration work in the processes of farming and home making out in the farming districts.

Dr. E. W. Allen, of the head office of the experiment stations, says in an exhaustive review of the Smith-Lever act: "In addition to the assistance given specifically to agriculture, it recognized the home and home maker, and the general conditions of country life. It is probably the first Federal legislation to be adopted in which the term 'home economics' formally appears."

Nothing is said in the bill as to the proportion of the appropriations that shall go for home economics.

The benefit of such teaching is felt equally by men and women, for in health and the wise use of the family income the men are the gainers if wives and mothers are trained in wholesome, healthy, economical home making. "The Spokesman Review" earnestly advises all women to interest themselves in this great opportunity to raise the standards of home life by seeing that the appropriations are apportioned evenly between the farm and the home. A letter sent to the Secretary of Agriculture, Washington, D. C., expressing appreciation of the recognition for the need of education in home making, and asking that the appropriation be evenly divided will help at this time.

It is also suggested that the Governor of your State and the president of the State Agricultural College should be interested to secure the State appropriation, and to see that home economics has its share.

This is a matter in which every member of the Congress can lend a hand and coöperate wth the State and Federal Government in securing the most practical and helpful methods for use of the funds appropriated. Every Parent-Teacher Association is interested in this, for it should be possible each year to secure lecturers and demonstrations of specialists in home economics as part of the yearly program.

The work of the Congress of Mothers is for better home making and child nurture, and it welcomes everything which promotes those objects for all citizens.

**THE EUROPEAN
WAR** THESE are days of sadness for the mothers of men. When all the world was hoping that peaceful methods of settling international disputes had been devised, the greatest war of all times has been precipitated. It is estimated that 17,000,000 men are numbered in the armies now in deadly conflict. It is fearful to contemplate what that means to the world.

Millions of mothers today are watching with bated breath and sad hearts a struggle for which they see no adequate reason. If it were left to the mothers of the world to decide whether bloodshed should settle international differences a different way would be found. Mothers are asking themselves whether it is

for this they have borne and reared their sons who make up the millions of men in these armies and who, by the mandate of a few rulers, are called into battle. It is not strange that nations are restless under a system which promotes the wholesale slaughter of human life in this year of our Lord 1914.

The world needs woman's influence and voice in the decision of issues which concern her so closely. The organization of women all over the world is for the public welfare, because through organization all women can be reached and are in a position to wield an influence beyond that of individuals.

The united effort of all women should be given to studying measures which will give them some power in preserving peace between nations. Living men are of more use to a nation than dead ones. No one can estimate the loss and sorrow extending for years to come resulting from war. In days of barbarism, mothers willingly gave their sons for war thinking that the path of glory led to battle for their country. Those who live under the guidance of the Divine Ruler of men and nations know that the path of glory lies in service to others, in keeping the Golden Rule. "Let him who would be greatest among you be the servant of all," seems to be a message which rulers of nations need to hear and apply in dealing with each other.

Having great possessions makes no man or nation great under Divine standards of life.

Justice, mercy, love of the neighbor practised by all, would make wars a thing of the past.

Mothers of today have the chance to point the lesson and educate their sons to arts of peace instead of war.

BULLETIN ON CARE OF THE BABY, PUBLISHED BY U. S. PUBLIC HEALTH SERVICE THE American Association for the Study and Prevention of Infant Mortality appointed a special committee to prepare a bulletin on the "Care of the Baby," which was published by the United States Public Health Service. The Home Education Division of the Bureau of Education has within the last two months sent over ten thousand copies of this bulletin to mothers of babies, having first secured in many ways the names of young mothers who desired the information given in such a bulletin. So gratefully has this bulletin been received that its distribution should continue without ceasing. The demand is great and comes from all sections of the country.

NATIONAL CHAIRMAN HOME ECONOMICS DEPARTMENT MRS. Margaret J. Stannard, of Boston, Mass., has accepted the chairmanship of the Home Economics Department of the National Congress of Mothers and Parent-Teacher Associations. Mrs. Stannard is Director of the Garland School of Home Making, and is also a kindergartner of wide experience. The physical and moral sides of home making have thus received her study.

The Congress will have a strong department, provided that each State appoints as State chairman a woman qualified by experience and interest to carry out the work as outlined by the National Chairman.

No more important work lies within the province of the Congress, and it is earnestly hoped that every local circle and association will appoint a Home Economics chairman who will coöperate in making this a nation-wide work. When each circle does this it will mean that at least 1500 women will be members of the Home Economics Department.

TEACHING MUSIC TO LITTLE CHILDREN "First Piano Lessons in the Home," by Anna Heurmann Hamilton, was sent to CHILD-WELFARE MAGAZINE several months ago for review. Desiring to test the value of the method the book was given to a mother of three children, who was thoroughly trained musically, with the request that she

try the system and report to the magazine. After four months' use she writes as follows:

"First Piano Lessons at Home," by Anna Heurmann Hamilton, I have found to be most helpful in teaching my little boy of six his first music lessons. The best thing about Mrs. Hamilton's method is that the progress is so slow. I was in despair when, at the boy's request, I started to teach him, for every music book I found progressed much too rapidly for a young beginner. But when Mrs. Hamilton's Lessons and Writing Books came into my hands through the CHILD-WELFARE MAGAZINE, I realized how simple and easy and delightful it could be to teach a child at home. The idea of having the pupil write the notes as he learns to read them is splendid, and impresses them on his memory. As the teacher plays with him a bass with harmonious chords, his lessons sound pretty, and he feels that he is playing a tune. The little notes at the top of each page are written to catch the interest of a child, and he looks forward to each lesson, as does the teacher. There is something new each day, but only a little something, just enough for the child to comprehend and make his own. I have taken my boy through the first piano book and writing book, and am looking forward to those that follow, and hope that Mrs. Hamilton will write more. I feel that anyone with a year's study of piano could take Mrs. Hamilton's books, and teach a child, and learn more herself at the same time; and I take pleasure in recommending the books to all mothers and sisters who are striving to teach music to little children at home."

**CO-OPERATION
OF MOTHERS'
CONGRESS AND
WOMAN'S HOME
COMPANION**

WE publish in another part of the MAGAZINE a statement from Mrs. Anna Steese Richardson as to the co-operation of the Mothers' Congress and *Home Companion*. A magazine like the *Home Companion* reaches the very people who must be reached and interested in better care of babies. It has their ear and can reach them. Medical journals and other philanthropic journals reach only those who are already interested, and who do not have the babies who are to be helped. There is no use in expatiating on the way to care for babies to readers or hearers who have no babies. When a large magazine like the *Home Companion* gives its columns and its money to so great a cause, it is very short-sighted policy to belittle the service by crying "Commercial." The *Home Companion* is a necessary medium for reaching homes that would never hear of the organized efforts of physicians and philanthropists except through a publication which touches other things in which they are interested. If one really wishes to help mothers and babies, one must not overlook strong helpers who have aroused interest where formerly there was utter indifference. The National Congress of Mothers and Parent-Teacher Associations welcomed gladly the co-operation with the *Home Companion*, because it saw that together much more could be done in saving babies than without this very practical and needed co-operation. There is nothing unethical in working together for the altruistic purpose of helping babies.

Whether anything is good must be decided by results. The *Home Companion* has a field of service that can be filled to the great benefit of the babies, and its co-operation with the Congress should be valued at its real worth.

**PARENTS AND
THEIR PROBLEMS** THIS publication which was prepared by the sanction of the National Congress of Mothers and Parent-Teacher Associations is receiving warm commendations from many sources.

There is a discount of ten per cent. for cash purchases to those who are members of the Congress previous to the purchase of the books.

NEW TIMES AND NEW PROBLEMS IN EDUCATION

BY PROFESSOR M. V. O'SHEA

The University of Wisconsin

During the past fifty years there has been a steady drift of the people to the cities. The cities are becoming congested, while the country in many places is fast becoming depopulated. Country schools once full of children are being closed for want of pupils. At the same time, cities cannot build schools rapidly enough to accommodate the children. This means that a constantly increasing proportion of the young in America are being reared in the city, rather than in the country as of yore.

The conditions in city life have changed markedly during the past few decades. The individual home has been constantly losing its distinctive character. Fifty years ago, even in the city, young people and old spent a considerable part of their time in their own homes. To-day most of their time is spent outside of their homes; and even when they are in their own homes, their friends are there with them. The home has almost completely merged with the general social body. The agencies in the city designed to help people to while away their time have been constantly increasing out of all proportion to the increase in the size of the cities. This simply means that people are spending much more of their time together in groups than they did formerly.

The life of the boy and of the girl in the city is quite different from what it was years ago. The telephone is playing an important part in making it practically impossible for boys and girls to be alone for any length of time. The group activities of the young to-day are vastly more inclusive and elaborate than they were formerly. Parents testify that their children are often not alone at all. They are always with some one. Either they go out with their friends or they bring their friends into their own homes. The amusements designed to appeal to

the young, and even to seduce them, are much more varied and alluring than they were formerly.

These changes in social life have already produced a pronounced influence upon our people. The tendency of this new life is to make young people more responsive, more alert, more self-reliant in the presence of others, perhaps even more "smart," than was true in the old order. But at the same time, young people do not have training outside of the school in long-continued application to any task. They are not trained in working independently and in isolation. So the school really has a new problem of great importance and equally great difficulty. No civilization can long endure unless the people are trained to apply themselves to their tasks, whatever they may be, for a long time; that is to say, until the tasks are solved.

Probably most of the real problems of human life must be solved by the individual working alone without distractions, and without feeling the continual longing to be in contact with his fellows. If it is true, as it seems to be, that the rising generation cannot concentrate on difficult problems as effectively as did the preceding generation, then we are in peril. Our problems are growing more complex all the time, which means that the people must be trained to apply themselves more and concentratedly to their solution. The moment our people cease to increase in their ability to solve intricate problems by long-continued application, at that moment our development will cease. Further, if young people decline in the power of concentration, it means that we will begin to return on our path. There never has been any exception to this principle in the life of nations.

The individual home and the individual school cannot solve the problems that confront us. Our civilization is

eminently social in character. This means that there must be community co-operation in dealing with the new problems issuing out of the new times. The individual home cannot work out a program so that its children will have some hours every day when they will work alone at their tasks. The community must co-operate. If all the homes in a neighborhood would have a common understanding of this matter, there would be no trouble in any individual home. The school then could work out its problem with the support of the community. It could shape its work with direct reference to the special needs of the hour. Not until the community understands the new problems and will co-operate actively with the school, will the distracting influences cease to work harm, both to individuals and to our civilization.

A child will willingly do what his fellows do. If in a given neighborhood, it should be understood in all homes that high-school pupils should apply themselves to intellectual tasks, say from 7.30 to 9 in the evening, there would be no desire on the part of individual children to spend this time at the theatre or on the street or

in wasteful practices of any kind. Any one boy will do what the crowd does, and if we are going to solve our problems to-day, we must work with the crowd mainly.

Of course, the individual home can arrange a program which will encourage the young people to concentrate upon their tasks. A place in the home can be provided for children, and an inexorable régime can be carried through so that at a given time the young people must be in their proper places applying themselves to their tasks. Of course, if a home is restless; if the elders are coming and going, and the whole talk is of distractions; if there is no suggestion of serious application to tasks,—the individual working his own way through them; if everything in the home suggests superficiality and excitement and social dissipation, then, of course, the young who grow up under such influence cannot get the kind of training which will arrest the dissipating influences of contemporary city life. The principle here involved has been illustrated at least a hundred times in earlier civilizations, and in some that are now on the downward path in the old world.

Homes, the Concern of the Nation

In speaking of child-welfare, another duty properly falls upon the government—that of educating its agents in the homes, the parents, how best to conserve health and vitality. Here, too, we have progressed beyond the point of individual standards. Class standards of education and training there are, but the best of them pay little attention to the problems of health in any sense, much less to the problem of national health conservation.

A matter involving the health and future life prospects of every individual is the concern of the entire nation. A far-sighted government will educate its citizens to be efficient health conservators. Whichever way we turn, the problem looms large—too large to be overlooked, too large for any one man to solve, large enough to demand the earnest attention of educators, philanthropists, and statesmen.

Mothers and Children the World Around

By MRS. ARTHUR A. BIRNEY

IT is not strange that so few of us pause to consider even, in these days of busy and searching thought, that Motherhood was the foundation of an institution in the primitive world, that this institution of motherhood was indeed the first, the very oldest institution that ever existed among communities, and so it has happened that never until the last years of the Nineteenth century, had a body of women gathered together for the reorganization of Motherhood as a recognized institution, and a force in human society.

In the old order of things among the primitive people, mother was first in the social organization. The children belonged to her and to her clan. So whether she be primitive Indian or civilized woman the mother love is in her heart, and the intense desire to benefit the child, to give it knowledge, of which in many cases she has been deprived, she longs with a divine impulse for the wisdom with her love which will create the being whose force for good shall make the character strong. So as mothers we think, work, and live for the benefit of our children, so we may teach them to build noble characters, which will in their turn be of benefit to the community.

We have in the Jewish people one of the highest ideals of motherhood; the Hebrew words meaning home and mother are coextensive, the mother and the home being one. To be a mother was the crown of the

Jewish wife, and it was a disgrace not to have children. The Bible and Talmud say, "The home is the real temple of woman, the education of the children her divine service." Deborah was called the Mother in Israel; this was supposed to be the highest title that could be given her. Jewish children are trained to show the greatest respect to their parents. The Talmud abounds in stories showing the importance attached to the proper relation between parent and children. The Jew is a citizen of the world, but Mother in Israel is still a title of honor and Father a word of holiest meaning.

There is a great deal of quiet happy domestic life in China. The duty of filial piety which is the religious teaching, represents much more than the ceremonial observances which outwardly mark its performance. The reverence with which children are taught to regard their parents fosters the affection of which this reverence is the outward and visible sign, and the peace of each household is assured by the presence of a supreme authority, The Mother, against whose dicta there is no appeal. While the Chinese look upon the possession of children as the chief blessing in life, their great desire is for sons. What is the good of rearing daughters, they say; when they are young they are only an expense and when they reach an age when they might be able to work for their living, they marry and leave us; so the poor lit-

tle baby girl was not made welcome years ago in China, except in the heart of the mother, because we cannot help but feel the heart of the mother in China is the same as elsewhere.

When the arm is wielded by a brain that is trained in the highest schools and matured in a beautiful home, it is very easy to say, "The arm that rocks the cradle rules the world," but when the arm is roughened by toil and the body and brain are tired and exhausted, it is not so easy to realize the power of the mother—yet the immortal Lincoln said, as of course you remember, "All that I am, and all that I can hope to be, I owe to my Mother," and that mother lived in a cabin and was a woman of toil. If she had not retained that which was highest and best in her, she could not have reared that son.

We receive so many letters from mothers asking for information on subjects relating to the children, all showing the great desire to do the best for the child. One mother who had books sent to her said, "My boy has more respect for me now because I can talk about some things." Some of you will recall the story told by one of our members at a meeting in Philadelphia, of the mother who worked hard, and whose children were ashamed to have her come to school until one night at the Parent-Teacher meeting, a prize had been offered for the best salad and this little shy mother carried home the prize; from that time the children wanted their mother at school, and she said they had more respect for her opinion,

simply because she had done something better than others. We need to show these mothers of toil how to gain and keep the respect of their children. This might help us solve some of the problems, if the children can only be taught respect for the mother's opinion, and the mother educated so she can make even the poorest home clean and attractive, and the children obedient. Because we believe most mothers are willing to learn how to cultivate respect for themselves in their children, but they do not know how to do it of themselves. They need to be told a better way to make a child obedient than to slap it. It is simply the lack of knowledge that causes the mistake; the desire for better things is also there. We find the link of motherhood in the lullaby of the Indian mother in these words:

Such a joy our little man child,
Little man, little man
Soon will he to hunt be going,
Little rabbits will be running.

Such a joy our little baby,
Little maid child, little woman,
Little woman, little Mother,
Such a joy our little maid child.

We have the same sentiment in these we use:

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest on Mother's breast,
Father will come to thee soon;
Father will come to his babe in the nest
Silver sails all out of the West
Under the silver moon:
Sleep, my little one, sleep my pretty one,
sleep.

So no matter where we go the mother love is the same, with the same great desire to better the child; then with hands joined and hearts filled with the great love for the

child, we can carry our message into the utmost parts of the earth, and give to all children the right to live rightly so we may have happier, stronger men and women.

As the desire of the National Congress of Mothers has ever been

to reach all mothers and our work has grown so in our own country, we have held three International conferences on the welfare of the child and through the courtesy of our State Department were able to extend these invitations.

Investigation of Rural Schools of Wisconsin Reveals Surprising Things

Because 1,400,000 of Wisconsin's 2,500,000 people are in rural communities and must receive their education in rural schools, the state board of public affairs caused an investigation of the rural schools to be made by the New York bureau of municipal research.

The investigators' report, approved by the board of public affairs, was made public at the state teachers' convention, Friday afternoon. It showed some surprising conditions to have existed in the country districts.

"Two schools in one township were held in private homes," said the report. "In both cases the schools were attended by one family only. In each case the school board paid to the owner of the house \$12 a month rent for a room in which to school his own children, \$5 a month

for heating this room in his own house, and \$5 a month janitor fee for cleaning this same room. In addition the family received \$16 a month for boarding the teacher. In one case the school room was in an attic, but clean and tidy. The teacher used it as a sleeping room. But one pupil was enrolled."

The report tells of teachers so incompetent that they could not even catch the grammatical errors their pupils made. There were teachers who had to ask all kinds of extremely leading questions just to elicit the plainest facts in a history lesson. There were others whose efforts to teach their pupils to read resulted only in the children memorizing the forms of so many words, none of which they could tell when removed from the text in which they had always seen them.

In Behalf of Daughters

BY MARION HARLAND

IF mothers of every station were bent upon disqualifying their daughters for what probably lies before them, they could not go more zealously to work to secure the evil end. Our public and private schools and colleges "keep up the standard" so fiercely that she who would rank well in her class has not time to make a pudding or to hem a handkerchief during nine months of the year, and needs the other three for recuperation. After graduation, the girl's harness is stripped off, and she is turned into the social pasture for a run that lasts until she is caught and noosed for life.

"Work and trouble will come soon enough. Let the young things have their day," is the talk that finds as much favor among the poor as among the wealthy.

"What do you mean to do with that nice girl of yours?" asked I of my laundress, who had worked hard during ten years of widowhood to bring up her boy and girl respectably. "She must be about 15—isn't she?"

"Sixteen, mem. She's small, an' not strong for her years. But she's a smart scholard at the school, they say, an' as handy with her fingers as you could wish to see."

"She would make a capital lady's maid," proceeded I. "Or would you prefer to apprentice her to the milliner's or dressmaker's trade?"

The mother looked hurt and wistful.

"Indade, mem, an' it's sorry I'd be to see her a servant to anybody, or in anything but a ladylike business, where she could be her own

mistress. She's wishful to be a music teacher, or the loikes o' that. She's never had to put her hand to dirthy wurk. I'd a' rubbed me own fingers to the bone first."

This woman had lived in this free country eighteen years, quite long enough to imbibe national ideas as to kitchen and house work. Her daughter left school at 16. She had a smattering of algebra, history, rhetoric, chemistry and English literature. She could bound every country in Asia and in Africa, and give the capital city of every European nation; could draw maps and recite chronological tables, and had had three quarters on the piano." She could not have made a loaf of bread or a gown for herself to save her soul, but was slim of figure, with a complexion like a paraffin candle. At 17 she married a journeyman carpenter, who took to drink in half a year's time because he "couldn't have things as a man had a right to expect when he came home after a hard day's work." At 20, a sickly, unhappy slattern, with two puny children, she was more than half supported by the daily earnings of her faithful mother.

The wife of a well-to-do mechanic told me in the presence of her daughter, who was to be married the next week, that "Lucy doesn't like to have me say it, but she has never done a day's work in her life. Ever since she left school four years ago it's been go, go, go! all the time. Up late at night, and sleeping half the day, and then getting ready to go out again in the evening! It's to

be hoped she'll sober down when she has a home and husband to look after."

A young woman who had had such home training should have been able to employ a corps of competent servants and a housekeeper to look after them. Lucy went to live in a neat flat, furnished by her father, put out her washing and ironing, and vainly undertook to do her own work. Without meaning to be extravagant, she wasted her husband's income, and worried him and herself with continual mistakes and expensive failures. He grew savage and intolerant of the inefficiency which cost him dear. She grew wretched, peevish and "delicate" under the pressure of tasks too heavy for her soft muscles and cares that "excruciated her nerves." The doctors—another expense—said she "had no stamina"; gossips shook their heads over "the way girls

have of breaking down early." Eighteen months ended the unequal struggle. She and her baby were buried together.

The untaught child had done her best to repair the fatal blunders of her education. So sure am I of this in her case and that of a thousand others that my indignation expends itself upon the inconsiderate, or weakly indulgent, or ambitious mothers who let their daughters waste in useless follies time that should be given, in part at least, to diligent preparation for the calling to which they are directed by nature and public sentiment. Not one girl in ten thousand expects or is expected to pass all her life in the home of her girlhood. What censure is too harsh for the conduct of the parent who, ignoring this solemn truth, fails to instruct her in the practical details of the profession she is almost certain to enter.

—*Exchange.*

Letters from Mothers

"My little three-year-old boy annoyed me very much by kicking the foot-rest of his high chair during his meals. Repeated requests that he should not do it seemed to make no impression.

"One night while he was eating his supper to the accompaniment of the steady kicking, I asked him why he did it.

"'To make the choo-choo cars go,' was his reply. Then I saw there was a real purpose in it.

"I should think the cars would need a rest. Don't you think you might give them a chance to eat their supper?"

"The kicking ceased and it was no longer necessary to say 'Don't.' It taught me the lesson to try to get at the child's reason for what he does. Often the things which annoy us are part of a scheme which the child is trying to carry out, and our efforts to stop him seem like interference to him."

The National Bureau of Education

By PHILANDER PRIESTLEY CLAXTON

THE Constitution of the United States makes no mention of education. Our Federal Government maintains no general system of public schools. There is as yet no national college or university. The creation, maintenance and control of schools and school systems are left to the several states. Education has remained a function of the state and not of the nation.

Yet the nation as a whole is no less interested in education than the states. Citizens of the several states are also citizens of the United States. The duties and responsibilities of national citizenship are no less important or difficult than the duties and responsibilities of state citizenship. The welfare of state and nation alike depends upon the intelligence and virtue of their citizens.

For this reason the Federal Government has from the beginning encouraged education in the several states and provided for schools and other means of education in its territories and possessions. For the support of education in schools of all grades it has appropriated nearly one hundred millions of acres of public lands and many millions of dollars of Federal funds.

In the early history of the country the conceptions of education were simple and its problems appeared easy of solution. For the masses of the people only a meagre beginning in the Three R's was attempted. For a few there was added a minimum of geography, history and elementary science. A smaller number still gained some knowledge of the classics and higher mathematics. Little provision was made for commercial, professional or technical education. There was no state, county or city supervision of schools. Each school was a separate and unrelated organism. There were no normal schools for the education and training of teachers and education

as a course in college or university was unknown. No professional preparation of teachers was required or expected; nor were there any recognized standards of academic education. There were no national or state education associations, and few local organizations of teachers. As a result of these conditions the percentage of illiteracy in all parts of the country was large and the standards of schools and colleges were low and uncertain.

In the second and third quarters of the last century these conditions began to change. Systems of public schools were organized with state, county and city supervision. Normal schools for the professional education and training of teachers were established. Schools were graded and classified, and attempts at standardization and correlation were begun. Teachers and school officers, until then content for the most part with their own meagre experience, began to feel the need of some knowledge of the work of other teachers and school officers in their own and other states and countries.

State departments of education could give some help in the sphere of elementary and secondary education, their ability to do so varying widely from state to state. The associations were valuable chiefly in creating sentiment, stimulating ideals and pointing out defects and needs. There was no general agency on which all alike might depend for accurate information in regard to education in this and other countries and for comprehensive investigations into the vital problems of administration and of education in schools of all classes, and for a clear presentation of the organization, methods and results of education by agencies of all kinds.

Out of the feeling of the need for such a central agency grew the demand for a National Education Of-

fice, which was created by Act of Congress in 1867.

Over the schools of the states the Bureau of Education has no executive authority. The autonomy of the states in regard to education is in no way affected by it, nor can be. It is a servant and not a master. Its only authority is to serve. It was created and exists in response to the right which the people of the United States have to demand of the Federal Government such service as is requisite for the general welfare but can be rendered not at all, not so well, or only at much greater cost by the State Governments:

The functions of the Bureau of Education are:

1. To serve as a clearing house of information in regard to education in the several states of the Union and in all the countries of the world.

2. To make careful and thorough studies of schools, school systems and other agencies of education, of their organization and management, of methods of teaching and of such problems of education as may from time to time assume special importance, and to give to the people the results of these studies and also the results of similar investigations made by other agencies.

3. To give, upon request, expert opinion and advice to State, County and City officials, and to respond to appeals from individuals and organizations for advice or suggestions for the promotion of education in any part of the country.

4. To serve as a common ground of meeting and a point of correlation for all educational agencies of whatever grade, both public and private, throughout the country.

5. To serve as a point of contact in education between the United States and other countries.

6. To co-operate with any and all persons, organizations and agencies in working out higher and better ideals

of education, holding them before the people for their inspiration and formulating practical plans for their attainment.

Immediate demands on the Bureau of Education are for:

1. Help in working out the difficult problems of the rural school in its support, management and adaptation.

2. Help in formulating standards of city school administration on the side both of education and business management.

3. Help in readjusting the work of the high school to the lower school, to college and to life.

4. Help in working out a more effective correlation between the units of the systems of higher education in the several states.

5. Leadership in devising plans for a better adjustment of the education of the schools to the practical needs of life without losing its culture value.

6. A series of comprehensive studies in the education of exceptional children.

7. Direction in school sanitation and hygiene, and in the health education of children.

8. The initiation of a comprehensive and effective system of home education.

9. Help in bringing teachers, officials and people to a comprehension of the fact that education is one thing and not many, whether for the service of the individual, of society, or of the State.

The most pressing needs of the Bureau of Education are for:

1. Groups of able men and women, experts in their several departments, to work with freedom, patiently and persistently, at their several problems.

2. Money for printing, traveling expenses and for making such exhibits as may be necessary to bring the results of their investigations to all the people in the most effective way.

Department of Hygiene

HELEN C. PUTNAM, A.B., M.D., Editor

ESSENTIALS WE STAND FOR:

ACCURATE VITAL STATISTICS "TO MEASURE EFFORT"
BREAST FEEDING FOR INFANTS
PUPIL HEALTH OFFICERS—LEARNING BY DOING—
STANDARDIZING CONDITIONS
HOUSE TEMPERATURE NOT EXCEEDING 68° F.
OPEN AIR SLEEPING AND SCHOOLS

SCHOOL GARDENS AND ELEMENTARY BIOLOGY RE-
QUIRED
TRAINING BOYS AND GIRLS FOR SELF-SUPPORT
EDUCATING MEN AND WOMEN FOR CARE OF THEIR
CHILDREN
AND SOME OTHER THINGS

A SINGLE STANDARD OF OBSTETRIC CARE FOR RICH MOTHERS AND POOR MOTHERS

ONE admirable resolution passed by the recent International Congress on the Welfare of the Child calls on all women for direct and strong efforts during the next few years. It reads as follows:

"Whereas, The lives of many mothers and babies are jeopardized by inadequate and unscientific care in childbirth, and

"Whereas, This is owing to the fact that obstetrics has not been elevated to the plane now occupied by medicine and surgery in America, and

"Whereas, it is the sacred and imperative duty of society to safeguard the lives of the mother and the child, by insisting upon a single standard of obstetric care for rich and poor;

Be it therefore urged, That every member of the National Congress of Mothers and Parent-Teacher Associations should

(a) Acquaint herself with the conditions of obstetric practice in her own city and locality.

(b) Endeavor to extend and foster all agencies which offer adequate care to women in confinement, such as maternity hospitals, out-patient obstetric services, obstetric dispensaries and prenatal care of expectant mothers.

(c) Advocate the establishment in connection with schools of medicine of large and well-endowed obstetric and gynecologic clinics as a means of elevating the standard of teaching and practice of obstetrics in America."

One of the publications of our national Peace Society states that in all the foreign wars that the United States has waged about 15,000 soldiers have been killed. They "died for their country." Their names are preserved in our archives.

Every year, as nearly as our imperfect vital statistics permit us to estimate, about 20,000 American mothers die in giving birth to their children. When we have grown to wise thinking we shall know that to die in creating life is greater than to die in destroying it. We shall know, too, that either form of death is rarely necessary. Both are usually due to avoidable mistakes.

Twenty thousand does not include the mothers who die before confinement from causes aggravated because of pregnancy; nor the many others who die within a few months after from results of childbirth. In addition there is a larger but unknown host out of our 2,000,000 annual mothers who are invalidated for years, or for life because of preventable ills connected with the birth of their children.

The mortality rates of mothers and babies are inseparable, for the causes injuring the mother are likely also to injure the child either before or after birth. There is, too, the fact that babies are more sure of surviving their first year, "other things being equal," when cared for by their own mothers. In our present strenuous campaigns for saving babies we need more attention to mothers.

Certain of our writers are fond of extolling the wonderful mothers of our earlier centuries and their large families, to the discredit, they believe, of the twentieth century woman. All honor—where honor is due—to our colonial parents; but here are a few of the facts. Until very recent years babies died by thousands and hundreds of thousands before birth and after, mothers died in some unknown proportion, and our Government has not kept

records that give us the rates. Now a little handful of States in the East have infant mortality statistics within 90 per cent. of accuracy (perhaps ten out of every hundred babies are ignored even here), while the remainder of the great country is still too indifferent to have them. The great majority of the members of the Congress of Mothers live in these latter States. Mothers' mortality, also, is not correctly recorded in many States—perhaps half of them. But so far as such records as we have can be relied on, both infant and mothers' mortality rates have been slowly decreasing for half a century. Dr. Theodore Smith finds, in searching hundreds of old family records in New England, that large families usually had two, three, four, five, even six mothers!

We may rightly conclude that babies are better cared for and mothers also than before; but—*400 mothers a week dying and nothing said about it!* We are still in barbarism, with our neglect of these lives! Scientific training for medical men and women is every year preventing more ill health, curing more disease, easing more suffering, lengthening life, reducing mortality rates; but greater progress is made in nearly every direction than in care of the mother.

In the old countries, before scientific medicine, women took care of each other with such knowledge as they had picked up; some women, with or without teaching, earning their living this way, called midwives. Since scientific medicine arrived those able to pay for it have had physicians and trained nurses, while ignorant women, often without even the education given by our grammar schools, have taken a half year or year or sometimes a two years' training, and have been the caretakers of poor mothers. These have been licensed and supervised by foreign governments. This is a survival of pre-scientific days, while other kinds of physical care have progressed.

When we consider that it takes physicians, starting with high school or college education, five or six years, and nurses, starting with grammar or high school education, two or three

years for preparation, we should appreciate the criminal indifference we have shown to the holiest suffering—motherhood. But old world neglect of women is passing. Just now political changes are promising to sweep away ancient institutions based on class distinctions even faster. We Americans must not adopt their notions of third rate care as good enough for—not any mother, but—a poor mother.

It is preposterous to claim that men and women must have only qualified physicians (quacks and unqualified men and women are prevented by laws) except the *mother* before, during or after confinement, who may have a midwife trained a year or two or less, and with inferior preliminary qualifications, neither a physician nor a graduate nurse. Obstetric nurses, with better training, never assume the responsibilities of midwives. As we know, emergencies are sudden, and many ills have obscure beginnings which a good diagnostician can detect early. If scientific ability is needed at any period of life, society should provide it now for the poor mother. There is no idea of any but qualified medical men and women and good nurses for those who can pay for them. Which is most "barbarous," as we like to call civilized sins, American distinctions based on bank accounts, or European based on family?

This resolution was presented by Dr. Mary Sherwood, chairman of the Committee on Obstetrics of the American Association for Study and Prevention of Infant Mortality. Its valuable investigations and discussions in the transactions for 1909 and each following year cannot be read without understanding the great need that members of the Congress should be active, as urged by the resolution, in establishing a "single standard," and the best, in her own neighborhood.

Women are lacking in self-respect and love for children, when consenting to less either for themselves or for other mothers; even more, they shirk their special responsibility for the well-being of the human race.

Heroines of the Hearth-Stone

By DOROTHY DIX

Nor long ago an eighteen-year-old lad risked his life to save a man from drowning. The circumstances under which the rescue was made were thrilling and romantic, and as a reward for his bravery the lad was given a Carnegie hero medal and a sum of money.

"Can't I give the money to my mother!" the boy asked. "She is the hero in our family."

Then he went on to tell about how his father, a poor working man, had died leaving his family utterly destitute. There were six children, six little hungry mouths to feed, six little bodies to keep clothed and warm, and nothing but one weak woman's hands to do it.

The mother had not even a good trade. She was just a scrubwoman, who spent hours of every day on her knees, wiping up the floors of a big office building; but on the pittance that she earned some way she kept her family together, and kept them fed and clothed. More, she saw that they went to school and had a chance at the education that was denied her.

To do this she toiled endlessly. For after her day's hard work was done at the office, she went home to cook her children's meals, and to wash or sew far into the night, so that Mary might have a decent dress and Johnnie a clean shirt to go to school in.

And so this ceaseless struggle went on, year after year—the wolf always growling at the door, but the brave little woman somehow barring him out. Always there was the nar-

rowest margin between them and want, but somehow she always managed to keep the pot boiling on the stove, and the children rosy, and healthy, and well. Sometimes the mother went hungry, but never the little ones.

But think of the years of hard, back-breaking toil and heart-racking anxiety! Think of the thousands of times when, weary and worn, and racked with pain, the woman got herself out of bed and went to her work, because sickness is a luxury that the poor cannot afford.

Think of the times when she left her little ones ill at home, and started at every footstep, thinking it was a messenger coming to bring her bad news! But still she kept on with her work, and kept her family together, and the light burning in her humble little home.

No wonder that her son called her a hero, for no soldier ever fought with a more dauntless courage than this woman showed in her long battle against poverty and untoward circumstances. Hers, indeed, was the greater courage, because her battle was waged in loneliness and silence, with no martial music to thrill her, no fluttering flag to beckon her on, the touch of no comrade's shoulder to hearten her.

Her deed wasn't even spectacular, but on her knees, amidst the reek of her soapsuds and scrubbing pails, this woman offered up herself as a living sacrifice to her children, and it was as fine and heroic a gift as was ever laid on the altar of duty.

And this story can be matched by

a thousand others, for there are so many women who give their lives for others, and who do not even dream that they have done anything out of the ordinary. They would be surprised and disconcerted if anybody should even suggest to them that they were heroines.

I came across a curious example of this not long ago, in a little country town, where I had occasion to employ a seamstress.

The woman was a little, plain, grizzled body, the most unpretentious soul alive. She wasn't very skilful, and in all of her life she had never earned more than a dollar a day; but on that meagre sum she had done wonders of financing that might fill Mr. Morgan or Mr. Rockefeller with envy.

"I married a man who developed consumption soon after we were married," she told me, "and for years he was sick, and, of course, it was terribly expensive, as he had to have rich food, and there were doctors' bills, and medicines. Then he died, and there was the funeral to pay for, and I didn't stint anything," she boasted with a pitiful pride. "I had flowers, carriages—everything."

"It took me a long time to get even after that, but I did it, and then I thought that I wouldn't have to work so hard and maybe could indulge myself a little. I've always wanted to go to a real city, and have a silk dress, with jet trimmings on it. But just about the time I saw my way to it my brother died and left a widow and seven children.

The youngest was just a baby, and the mother was one of the poor, shiftless, helpless sort.

"I couldn't let the children starve. I couldn't bear to think of them being sent off to asylums, and so I brought them all here, and—well, I don't know how I did it. I used to sew all day and until 12 o'clock at night—sometimes later—but I raised all of those children and they have all turned out well. The boys have got good positions, and the girls are all married, and they'd do anybody credit."

"And I bought a little home on the instalment plan that's nearly paid for, so that I won't be dependent on anybody when I get old."

"Wonderful," I breathed.

"Well," she replied simply, "a woman can do a lot when she just keeps on doing it, and it seems like to me, when its just doing little plain, common, everyday things, that a woman has got more grit about keeping on doing them than a man has."

I do not know if she was right about this or not, but this I know—when the great roll of heroes is called that there will be a myriad of plain-faced, stoop-shouldered, weary-eyed women who will rise up from their sewing machines and scrubbing brushes and cooking stoves and on their meek brows will be placed the laurel wreaths that belong to those who have stood up, unafraid, in the forefront of the battle of life.

They are the heroes who deserve the Cross of the Legion of Honor.

—*Exchange.*

Lantern Slides

HELP IN MAKING INTERESTING PROGRAMS FOR PARENT-TEACHER ASSOCIATIONS

LIST PREPARED BY HOME EDUCATION DIVISION, BUREAU OF EDUCATION

There has been a constant demand for material to be used at meetings of the Parent-Teacher Associations. In many States lantern slides are available free of charge, which have been prepared to meet the needs of that particular community. With some of these slides there is an accompanying lecture.

The Government has prepared a few slides particularly adapted to the needs of rural communities, which are available in any State. Information in regard to these may be obtained by addressing the Chief of the Rural School Division, Bureau of Education, Washington, D. C., and the Russell Sage Foundation, New York. Application for the lantern slides must be made several months in advance in order to secure them.

The following is a list of the agencies in various States that have already prepared sets of lantern slides:

Alabama:

Mr. N. R. Baker, State Supervisor Rural Schools, Montgomery, Ala.

Alabama has about three hundred slides, among them:

1. Teacher's Home, Dale County, Alabama.
2. An Unsanitary Spring, Madison County, Alabama.
3. Equipment of an Ideal School.
4. Education in Alabama—Where the Money Comes From.
5. How our Money is Spent.
6. Compare Number of Certificates by Grade.
7. Compare Number of School Buildings Owned by County, City, State and District.
8. Equipment of a Poor School.
9. A Rural School in Macon County; showing Miss Pauline May who raised 114 bushels of corn on one acre.
10. A Corner of the Chilton County Fair at Clanton, Ala.
11. A Teachers' Institute, Autauga County.
12. A Group of Men and Women Interested in Rural Supervision; at

National Conference of Supervisors, Morgantown, West Virginia.

13. Stomach of a Moderate Drinker.
14. Germs of Intermittent Fever.
15. View Showing Fresh Air Intake and Ventilation Cap.
16. View of Foot of Common House Fly, Highly Magnified.
17. One of Nature's Best Flytraps—The Frog.

Arizona:

C. J. Blanchard, U. S. Reclamation Service, Washington, D. C.

Arkansas:

Consult J. L. Bond, Supervisor of Rural Schools, Little Rock, Ark., and Leo M. Favrot, Supervisor of Industrial Education, Department of Education, Little Rock, Ark.

Kansas:

De Witt C. Croissant, Director, University Extension Division, University of Kansas, Lawrence, Kansas. Many sets.

Louisiana:

C. J. Brown, State Supervisor of Rural Schools, Louisiana State University, Baton Rouge, La. Social Set.

Minnesota:

C. G. Schultz, Superintendent, Department of Education St. Paul, Minn. Home economics showing home building, home equipment and furnishings. Table etiquette. Cuts of meats.

Montana:

State Agricultural College, Bozeman, Montana. State University, Missoula, Montana.

North Carolina:

Frank M. Harper, Superintendent, Raleigh, N. C. Goes out into rural districts with Mrs. Royster, Assistant Superintendent to exhibit rents slides. Keystone "600 set". Our prominent Americans. Plays from Shakespeare. Washington City. Panama Canal. Yellowstone Park. Switzerland. Tour around the World.

North Dakota:

J. J. Pettijohn, Director Extension Division of the University of North Dakota. Relating to small town. Public health. Fly campaign. European Countries. Consolidated schools and their work.

A. P. Hollis, School and Community co-operation, Agricultural College. Making the most of farm boys and girls. Must pay transportation charges?

Oklahoma:

B. C. Pittuck, Dean Agricultural College and Mechanical College, Stillwater, Oklahoma. Lectures of general and timely interest, illustrated.

Pennsylvania:

Thomas L. Montgomery, State Librarian, Penn State Museum, Harrisburg, Pa. Any subject needed. A charge of \$1.00 to cover cost of transportation.

Rhode Island:

John L. Alger, Principal Rhode Island Normal School, Providence, R. I. Lanterns, both electric and gas, as well as slides may be obtained. About 1000 slides.

South Dakota:

G. W. Nash, President Northern Normal and Industrial School, Aberdeen, South Dakota. Accompanied by a teacher. Colored slides. Views of Palestine. Views of Passion Play 1910. Yellowstone National Park. Italy.

Tennessee:

S. H. Thompson, Superintendent, Nashville, Tennessee. Miss Moore, Nashville, Tenn. A few slides.

Texas:

F. M. Bealley, Director, Department of Extension, University of Texas, Austin, Texas. A good list.

Vermont:

Mason S. Stone, Superintendent, Montpelier, Vermont. Lantern and slides for rural communities.

Washington:

Hanna M. Cordy, Department of Education, Olympia, Wash.

Case 0 Geography of Washington. No lecture.

Case 1 Salmon Industry—Puget Sound—Cruising. With lecture.

Case 2 Mt. Baker—San Juan Islands. With lecture.

Case 3 Mt. Rainier—Big Timber. With lecture.

Case 4 Seattle Schools. No lecture.

Case 5 Olympics. With lecture.

Case 6 Geography and industries. No lecture.

Case 7 The forest industry. No lecture.

Case 8 Irrigation Mt. Rainier. With lecture.

Wisconsin:

Jesse A. Van Natta, County Superintendent of Schools, Dodgeville, Wis. Slides: Development of rural school buildings, equipment and grounds as essential to community interest. Play and its function in child development. School world pertaining to home conditions, i.e., soil formation, study of prac-

tical issues of community, farm, farm-homes and buildings. Insects and pests. Birds and their use to the farmer. Conservation of energy to small streams to furnish light for home and buildings. Practical course in several studies worked out by county schools of Agriculture carried to community High Schools (Domestic and Agriculture). Teaching children to be observing and to apply work in agriculture. The dairy cow—milk weighing, milk testing, boarder cow verses profitable type. Corn—Seed selection, care of seed, seed testing, tendency of corn to produce a certain quality of corn through breeding, etc. Contests—Their purpose, the quality of material, the results. Number of slides: 100.

Kentucky:

Miss Fanny Rawson, Secretary, Kentucky Library Commission Frankfort, Ky.

Connecticut:

Mr. Chas. D. Hine, Secretary, State Board of Education, Hartford, Conn.

1. Through the year with the birds.

2. Birds about home.

3. The adventure of some robins.

COLONIAL DAMES

1. U. S. History—Discovered and Colonial Period.

2. U. S. History—Revolutionary War.

3. U. S. History—1790-1865.

188 The Connecticut Valley and the White Mountains.

189 The Coast of New England and the St. Lawrence River.

190 Pennsylvania, Virginia and the District of Columbia.

191 The Mississippi Valley and the Southern States.

And others.

A lecture accompanying each set explaining pictures. Transportation will be paid by the State Board of Education.

New York:

Mrs. Anna B. Comstock, Bureau of Nature Study, Cornell University, Ithaca, N. Y.

1. Birds.

Idaho:

Dr. E. O. Sisson, Commissioner of Education, Boise, Idaho.

1. Illustrated lecture to farmers.

2. Scenic beauty of the state.

New Mexico:

Paul A. Walters, Secretary of Schools of American Archaeology, Santa Fe, New Mexico. Lectures and slides on certain phases of life and conditions in the State.

Program for Parent-Teacher Associations for September

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC (To be read by one member).

**NEW TIMES AND NEW PROBLEMS IN EDUCATION and TRAINING
CHILDREN IN FINANCIAL RESPONSIBILITY.**

SECOND TOPIC (To be assigned to another member).

**WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. SEE
STATE NEWS.**

THIRD TOPIC (To be assigned to third member).

**CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all
sources, both local and international.**

LOAN PAPERS ON CHILD NURTURE.

Send for the printed list of Loan Papers on Child Nurture and Child Welfare prepared especially for program use. The list will be sent free, provided stamp is enclosed. The papers are type-written. Twelve may be selected and kept for the season at a cost of \$2.00.

They have been written by specialists to meet the needs of parents in dealing with problems of child life at different stages of its development. Single papers will be sent for twenty-five cents and may be kept three weeks. Many new papers have been added to the list.

The Report of Third International Congress on Child-Welfare contains a wealth of material for use in Parent-Teacher Associations. The edition is limited, so that orders should be sent promptly to secure it. Price \$2.00. Send orders to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D.C.

BOOKS FOR PARENTS.

A list of 25 books suitable for use of parents will be sent to those who desire it. A Circle of 25 members can have a valuable circulating library if each member can buy just one book, or these books may often be secured from the Library.

TRAINING CHILDREN IN FINANCIAL RESPONSIBILITY

BY PROF. E. A. KIRKPATRICK
of Fitchburg, Mass.

Life consists largely of efforts to satisfy desires. To learn to live is to learn what is most desirable and how to most effectively achieve.

Money plays a much more prominent part in the satisfaction of desires at the present time than in more primitive life. To satisfy the desire for food and clothing, a man formerly gathered fruits and hunted game, kept herds or cultivated the fields, and exchanged what he obtained for other things that he desired. Sun, water, and space were obtained without effort, while companionship and amusement were secured by making one's self agreeable to others. Now all these things can be obtained without effort by paying sufficient money and rarely in any other way by city dwellers. Is it any wonder that money occupies such a prominent place in the minds of every one? Even the higher things of mind and spirit, such as art education and opportunity for stimulating human intercourse, cannot be secured in their fullness without money. It is true that money cannot buy the most precious of all things, real love and friendship and the joys that go with them, but it can supply a more or less perfect simulation of them.

Undoubtedly too much importance is attached to the possession of large amounts of money, yet so prominent a part does money play in our present civilization, especially in the cities, that no child is prepared to face life for himself without understanding the real function of money. He needs to appreciate that money is simply a means by which labor is exchanged for desirable things. Money is obtained only by labor on somebody's part, and it can purchase whatever can be produced by labor. Money is simply a medium of exchange by means of which labor in producing one article may be given for anything produced by the labor of some one else.

Labor, though perhaps not the sole source of value, is the most fundamental and primary source, and one cannot go far wrong in presenting this view to children.

The above statements are rather general but they prepare the way for considering these very practical questions: "Shall I give my children an allowance?" "Shall I pay them for work?" "Shall I allow them to spend money as they wish?" Or, "Shall I keep them as far as possible from the knowledge and responsibility regarding money?" If the latter question is answered affirmatively, the others need no answer. It is true that children will inevitably learn something regarding the uses of money by seeing others buy things, but they learn to really appreciate those uses only by buying things themselves. It is a wonderful experience, when a little three-year-old finds that he can change a penny for a stick of candy, and interest grows as he finds that two pennies will get two sticks and that other things than candy can be bought with pennies, each requiring so many. To see other people call for something and put down some money for it, means little more to him at first than any ceremony, such as bowing or thanking between older persons. If a child never buys things himself he will very effectually be kept in ignorance of the real nature of money, so if you wish that condition it is only necessary to let him have none to spend.

The next most effective means of keeping him ignorant of financial matters is to give or refuse him money as you see fit, and to direct him in every case in spending it. Almost equally effective is it to let him have money whenever he asks for it, so that he can spend in the certainty that he can get more when that is gone. By any of these means the child may be kept in more or less blissful ignorance of finan-

cial matters until he is grown and begins to do business for himself. He is fortunate if he does not then suffer severely for his lack of knowledge.

Parents who admit that children should know about money matters or those who have given no thought to the matter may, by their talk and action, go to the opposite extreme of making money seem to the child the most important thing in life. He may feel that anything may be obtained with money and nothing should stand in the way of getting it. He may be led to envy people who have money or perhaps to pity those who have little, and yet he may have no valuable financial training. He may regard getting money as chiefly a matter of luck, or while using it is to buy at once whatever he most desires at the moment. In a home where money is thus viewed the child attaches an undue importance to money but has little real knowledge of its use as a measure of values. He knows little of what money costs in effort or of just how much it will buy in the way of permanent satisfactions.

In another type of home the child knows just how much money comes in as a result of the hard week's work and he hears the exact cost of everything that is purchased. He listens to family councils about changing work and about which of several desirable things shall be purchased and for what purpose money shall be saved, until he realizes very distinctly not only that money is important but that so much money stands for so much effort given and so many articles of necessity and enjoyment to be secured. He realizes more fully what money costs when he himself becomes an earner. But it is only when he is allowed to spend as he wishes that he comes to fully appreciate the significance of money in relation to the satisfaction of his desires. In homes where the saving of money is especially emphasized, the result may be that money is regarded as of value in itself instead of as a means by which the good things of life may be secured. Often persons brought up in such homes become skilled in earning and

saving money but never learn how to spend it so as to get the most out of life, or rather to put most into life.

To the intelligent parent who realizes that a knowledge of financial matters must be gained some time, the question is, When shall the child begin to learn and how shall the training be given? It may begin as early as the fourth year or as late as the fourteenth. At the earlier age the child is simply ready to learn that he can buy the things with money. As soon as he can count a little he is able to understand that there is a definite relation between the things that he can buy and the amount of money he has to spend. Progress in counting and in number combinations makes it possible for him to more fully appreciate the value of money while buying things, and asking about prices is a great stimulus to calculating.

In these earliest lessons in finance the child may simply be given the money he is to spend. Later, in order to learn more of the real value of money, he must find that the supply is limited. First he learns that he has not enough to buy some things, but must buy according to the amount he has. Then the next lesson is to realize that the purchase of one thing will make it impossible for him to buy certain other things. If he is given enough to buy what he wants now, and more when he wants something else, he is prevented from learning these very fundamental lessons. It is best to let a child learn regarding the spending of money before being given the more difficult lessons of how to get money.

In the opinion of the writer, every child should be given a small allowance as early as five years of age, and this allowance should be gradually increased as he grows older. He should be free to spend this allowance as he pleases. The parent may advise but never require him to spend it in any way. The child must learn by his own experiences the satisfaction that may be gotten from spending money in various ways. One of the most valuable experiences a child can have is to

buy something that gives very little or very brief satisfaction. If such an experience is preceded or followed by something that gives a great deal of satisfaction, the lesson is likely to be of lasting value.

Having limited the amount a child is to have, it is a mistake to help him out of difficulties that he has got into through unwise expenditures. Only in very exceptional cases should he even be loaned or advanced money.

The child may at first be inclined to spend for temporary satisfactions or merely to put the money away as he gets it, neither of which is desirable. The child should have the experience of spending a penny as soon as he gets it for something that gives immediate pleasure only, and also the experience of saving for awhile and then buying something that gives much more lasting satisfaction. The parents should skilfully suggest what the child shall do, being careful that when he saves his money for something he will be so well satisfied with his purchase that he will again deny himself little temporary satisfactions in order that he may get something worth while. This is not only good financial training but also the very best moral training. The will power gained in thus foregoing little indulgence and carrying out plans for future expenditure is of permanent value in every relation of life.

The child should not only spend money for his own wants, but birthday and Christmas presents to others should be paid for out of his allowance. Within a few years he should also become financially responsible for his own acts. If he breaks dishes or windows or injures any property, he should pay the damage out of his own money. If this plan is followed the parent should be very careful not to also scold the child for the act. On the contrary, he should receive sympathy and be encouraged to do the only proper thing, make good the loss as well as he can. Work for some one who makes repairs that he is not capable of may sometimes take the place of

paying money. Children as early as six years readily learn to understand financial obligations, and, properly taught, develop the will to repair or pay for damaged articles.

On the other hand, a child should never be required to forfeit money for "badness" not in any way affecting property or where money cannot be used to make good a wrong.

It is well that children from the time they are four years old shall have certain little duties that they must attend to every day. This regular work may be correlated more or less closely with the regular allowance. It is probably best for a time, or perhaps permanently, to have no exact correlation between the amount of regular work done and the amount of allowance. The child should receive an allowance from the family fund and should contribute some work for the good of the family. The allowance should not be regarded as wages in payment for the work done in the household. In most homes one receives wages, and the same is true in social and public affairs. A loss of allowance when he has failed in his duties may perhaps be justifiable sometimes, but if this is done frequently the allowance will naturally soon be looked upon as wages.

Wages or pay for work done should be on a different basis. Only by earning money can a person learn to appreciate that the money received is the result of a definite amount of effort involving self-denial and persistency in work that is perhaps not attractive at the time. Every child should, therefore, have the experience of earning money either in the home or outside of it. In most cases the earlier experiences would best be in the home. But care should be taken that children do not expect pay for everything they do outside their regular work. It is a good thing for children to do some work, especially constructive, for the mere pleasure of doing it, but they can hardly be expected to engage in monotonous tasks from that motive.

Either commendation or pay may make such tasks relatively agreeable. Learning to sew is fun and making doll's clothes may be very interesting, but hemming towels or washcloths soon becomes tiresome. A boy of four who wished to buy a brace and bit for boring holes earned the money to do so by the latter task. From this time on he often worked for pay in order to get something that he wanted, frequently tools or materials with which he delighted in making things.

Care was taken, especially as he got older, to pay him just about what the work was worth as measured by the price that would have to be paid an adult for doing it. It was very interesting to note that when he wanted something he was anxious for a "job," while if there was nothing special that he wanted at the time he was not inclined to take even very good jobs. He knew intellectually that money is sure to be useful some time, but the vague some time for something gave nothing like the will stimulus promoted by the idea of getting a saw or a toy pistol or a cart the next day, week, or month. His actions were somewhat like those of the uncivilized man who works only when hungry. It was necessary that the time required for earning a specific thing should not be too long; otherwise he got discouraged and gave it up or would not undertake it at all.

When about seven this boy earned five dollars to buy a second-hand bicycle, but a new one was purchased and he was permitted to earn the additional amount later. (To let a child have a thing before it is fully paid for is not usually a good thing, but in this case the boy was quite averse to remaining in debt.) In order to give him a good chance and also to give him a lesson in working, whether he wanted to or not, a bargain was made by which he was to receive a dollar a week for doing whatever he was asked promptly and without complaining. After a time, especially when the tasks were small, he became more reluctant to work. He was reminded of the bargain that he was to work without com-

plaint, but finally threw up the contract and returned to the plan of being paid for whatever jobs he did. This was much less profitable, and after awhile he wanted to return to the plan of payment by the week. This was not permitted, however, because it was desired that the lesson of the value of faithful, cheerful performance of work might be made impressive and that he might realize that contracts cannot be given up and resumed at will. He was, of course, kept responsible for the care of this and other property of his own. The next summer he left the bicycle out in the rain and sun a time or two, and the result was a warped rim. Sadly, but without complaint, he paid the two dollars necessary to have it repaired.

Should children be paid for doing unpleasant things that have no economic value, such as taking medicine or having a tooth pulled? My answer is most emphatically "No." Payment of money, except in the form of an allowance, should only be for doing things that have an economic value, otherwise the child cannot realize the real relation of work and money in the world. Almost equally objectionable is the giving of money for acts of politeness or kindness. These should be paid for in equivalent acts of politeness and kindness, and ideals of courage should be fostered in connection with the enduring of pain. Outside of the home money will not be received for enduring pain or doing kind acts, and to pay for such in the home is to give the child false teaching as well as a low ideal of courage and kindness.

As children grow older the financial training may be carried farther by allowing them so much for necessary expenses, as school lunches and car fare, or for shoes and gloves, and finally for clothing and all expenses. This should be done gradually as the child develops judgment and may well be accompanied by the keeping of accounts and the beginning of a bank deposit. The boy previously mentioned began depositing in a co-operative bank at thirteen while his younger sister began at ten.

NEW BOOKS

Books to be reviewed in this Department should be sent to Mrs. Frederic Schoff,
3418 Baring Street, Philadelphia, Pa.

Natural Education. By Winifred Sackville Stoner. Childhood and Youth Series. Edited by M. V. O'Shea. Bobbs Merrill Company, Publishers.

"Natural Education" gives a mother's story of her own unusual motherhood. Her little girl is considered a prodigy and a genius, but no one can read Mrs. Stoner's account of her method of caring for and educating her little daughter without arriving at the conclusion that the mother is quite as truly a genius as the child. She has been from babyhood her child's companion, mother, teacher and playmate. Her whole method has been to educate through interesting the child in what she was learning. There has been no cramming of facts in the child's mind. Through dozens of original interesting games invented by the mother, the path of education has been one of constant delight, and the journey has been hand in hand with the most loving of all teachers—a wise, devoted mother. These games are so full of suggestions that every mother can adapt them to her own use. The story of little Winifred Stoner is that of a healthy, happy child whose achievements are quite out of the ordinary, owing, as Mrs. Stoner believes, to guidance along the line of natural education. The keynote of her method has been the ability to awaken the child's own interest in every branch of study. The teaching of languages by having thirteen dolls dressed in the costumes of different countries and then teaching the child to say, "Good Morning," to each in its own language is one instance.

The study of etymology was made a delight by the game of "Finding Babies." Beginning with the word *Magna* for the first Latin mother, Mrs. Stoner and Winifred searched the English dictionary for all the baby English words, children of *Magna*, that could be found. In her excitement of discovering *Magna* babies she would cry out: "Oh, mother, here is another little *Magna*," and she would write the name carefully without blots, as if she had found a real treasure. "Natural Education" will doubtless be regarded by some readers as the story of an exceptional child and an exceptional mother. By those who think more deeply the question will come, "Why is so much time wasted in the educational system of today?" Is it the difference between the cramming system of teaching facts with no personal interest, and the system which awakens interest first and sustains it by methods adapted to child life?

Thoughtful parents and teachers will not throw the book aside as one not applicable to the ordinary child, but will see in it many ideas that are valuable for all parents and children.

Learning and Doing. By Edgar James Swift. Childhood and Youth Series. M. V. O'shea, Editor.

Professor Swift has already given to parents and teachers a better insight into child life in his previous books, "Mind in the Making" and "Youth and the Race." "Learning and Doing" is a study of the school system and its effect on the children and the results. "The Revolt from Monotony" is the title of the first chapter. Efficient Teaching, Getting Results, Progress in Learning, Economy in Learning, Habit in Achievement, and New Demands on Schools are the other topics treated.

Professor Swift has made a broad study of the schools and their methods, and from his deeper study of child development and child needs he makes suggestions and criticisms which may be used by all who have the care of children.

The High School Age. By Irving King. Childhood and Youth Series.

Professor King, of the University of Iowa, has given careful study to the characteristics and needs of boys and girls of the high-school age. Knowledge on this subject on the part of parents, teachers, and judges in courts would go far in lessening the so-called juvenile crime. The wrong method of treatment of youth at this period is responsible far more than is yet realized for many criminal lives. Ignorance of

boy and girl characteristics and the way to meet them is as fatal to moral life as the treatment of quack medicine is to physical life. Too much study cannot be given to a period which is critical in every human life. Professor King has given the point of view in retrospect of many men and women as to that time in their lives. He has shown some of the reasons why many boys and girls leave school in the first year of High School. He considers the mental and physical characteristics of the years of adolescence and also takes up the economic relations and social interests of high-school pupils and classes with a chapter on The Adaptation of the High School to the Needs of Its Pupils.

The Child and His Spelling. By W. A. Cook and M. V. O'Shea. Childhood and Youth Series.

A study of the problems connected with the teaching of spelling. It includes a series of investigations concerning the questions teachers meet in the class room. The result of these investigations is of value to both parents and teachers.

Francis W. Parker School Year Book, Volume III, June, 1914. 188 pages. 50 illustrations. Francis W. Parker School, Chicago.

This volume, prepared by the faculty of the Francis W. Parker School, Chicago, deals with "Expression as a Means of Developing Motive," or the place of expression in the process of education. It is a distinctive contribution to literature on social education, and portrays vividly certain fundamental phases of education as they have been worked out in this school. Those who have read Volumes I and II of this "Year Book" will welcome the present volume.

The importance of providing adequate opportunities for varied expression on the part of the pupils in connection with every phase of school work cannot be too strongly emphasized. It is the absence of this phase of the educative process in the average school that has made children loathe school and leave it for more interesting activities.

The present volume contains a general introductory article on expression in school work and its intimate relation to motive; an article on children's play as fundamental in education; one on oral reading; one on imaginative writing in school; one on the utilization of the dramatic instincts on the part of children in school work; one on clay modelling; one on metal working; and one on art. In addition to these, a page of references to articles in former volumes of the "Year Book," dealing with expression, is given.

Juvenile Courts and Probation. By Bernard Flexner and Roger N. Baldwin. Published by The Century Company, New York, July 10. Price, \$1.25 net. postage, 10 cents.

The authors feel that in the actual treatment of the child substantial adherence to a standard is obtainable, and offer this volume as supplying what are believed to be the best methods of dealing with the whole problem. They discuss in detail the law itself and the principles underlying the court; its organization and the actual procedure to be followed in bringing children before the court; the methods to be followed in investigations and the procedure of the court.

The volume deals fully with probation in its many aspects, the exercise of probation power, the duties and powers of probation officers and the organization of probation work. It contains likewise directions and methods to be followed in keeping and publishing accurate statistics. There are selected forms to be used throughout, both by the court and the probation office, and a suggested model law. In brief the volume is intended as a guide to judges, probation officers and interested laymen.

Throughout emphasis is laid on the proposition that if the court is to fulfil its real function it must come through a larger cooperation between the court, the school and every other preventive and remedial agency in the community dealing with the problems of poverty, neglect, disease and broken homes.

Child-Welfare Legislation

PENNSYLVANIA LAWS FOR PREVENTION OF BLINDNESS

The Pennsylvania Department of Health calls to the attention of readers of CHILD-WELFARE MAGAZINE the following laws recently passed in protection of health:

NO. 205—AN ACT.

For the prevention of blindness, by requiring the reporting of cases of ophthalmia neonatorum (inflammation of the eyes of infants) by physicians, midwives and others, and requiring the reporting of results of treatment of each case of said disease, and fixing a penalty for violation thereof.

Statistics show fully thirty (30) per cent. of cases of blindness to be due to inflammation of the eyes appearing a few days after birth; and, whereas, experience has proved that this inflammation can be cured, and the eyesight saved in the majority of cases, if the proper treatment be instituted at an early stage of the disease:

Every physician practising in any portion of this Commonwealth who shall treat or examine any infant suffering from ophthalmia neonatorum (inflammation of the eyes of infants) shall, if the said case be located in a township of the first class, a borough, or a city, make a report in writing to the health authorities of said township, city, or borough; and, if said case shall be located in a township of the second class, or a city, borough, or township of the first class, not having a board of health, or body acting as such, to the State Department of Health, upon blanks supplied for that purpose; in which report he shall, under his or her own signature, state the name of the disease, and the name, age, sex, color, and nativity of the infant suffering therefrom, together with the street and house number of the premises in which said infant may be located, or otherwise sufficiently designate the same, the date of the onset of the disease, the name and occupation of the householder in whose family the disease may have occurred; together with such other information relating to said case as may be required by said health authorities and the State Department of Health.

Any midwife, or nurse, or other person having the care of an infant, whose eyes have become inflamed or swollen or reddened at any time within two weeks after birth, shall report the same, in writing, to the health authorities of the city, borough, or township of the first class in which the case may be located; or, if it be located in a township of the second class, or a city, borough, or township of the first class, not having a board of health, or body acting as such, the State Department of Health, within six hours after the discovery thereof; giving the name of the infant, the names of the parents or guardians, and the street and number of their residence, or otherwise sufficiently designate the same; together with the fact that such inflammation or swelling or redness exists, and shall make a similar report in writing to some regularly qualified practising physician of the district.

It shall be the duty of the said health authorities or the State Department of Health, immediately upon receipt of a written report from a mid-wife or a nurse, or person other than a practising physician, to notify the parents or guardian, or other person having charge of the infant, of the danger to the eyes or eye of said infant by reason of any neglect of proper treatment of the same.

Every physician in this Commonwealth who shall treat any infant's eyes for ophthalmia neonatorum (inflammation of the eyes of an infant) shall, within forty-eight hours after said physician ceases treatment of or attendance upon such case of ophthalmia neonatorum, report to the Commissioner of Health of the Commonwealth of Pennsylvania that said physician has treated a certain case of ophthalmia neonatorum, giving full information as required in section one of this act, stating that he has ceased treatment of or attendance upon said case, and what was condition of infant's eyes when physician ceased treatment of or attendance upon said case of ophthalmia neonatorum.

Every health officer shall furnish a copy of this act to every person who is known to him to act as a midwife or nurse in the city, borough, or township for which he is health officer; and the Commissioner of Health of this Commonwealth of Pennsylvania shall cause a sufficient number of copies of this act to be printed and supplied to the health officers.

Any physician, midwife, nurse, or other person who shall violate any of the provisions of this act, shall, upon conviction thereof in a summary proceeding before any justice of the peace or alderman of the county wherein such offense was committed, be sentenced to pay a fine of not less than twenty or more than one hundred (\$100) dollars, to be paid to the use of the said county, and the costs of prosecution, or to be imprisoned in the county jail for a period of not less than ten (10) or more than thirty (30) days, or both, at the discretion of the court.

Public Drinking Cups, Towels, Barbers' Brushes, and Eating Utensils

FIRST: "Those responsible for establishing or conducting any public drinking place in the Commonwealth of Pennsylvania are hereby forbidden to furnish or permit others to furnish or keep any common drinking vessel for common use at any such drinking place provided this rule and regulation shall not preclude the use of vessels which are cleansed by washing in boiling water or are disinfected or destroyed after

individual use. Public places within the meaning of this regulation shall include common carriers, private, public, parochial or Sunday schools, industries, factories, theatres, shops, offices, hotels, etc., etc."

Second: "No person, persons or corporation within the Commonwealth of Pennsylvania shall furnish for public use any towel unless such towel be laundered or discarded after each individual use."

Story Telling in the Library of Syracuse

SUGGESTIONS FOR MOTHERS

It is the idea of every librarian in starting this plan of story telling to try and lead children to the reading of better literature. After giving the matter considerable thought in the way of selection of stories, it was agreed that the "Cycle of Stories" plan would be conducive of the greatest good, so we selected these five cycles for this winter's telling: Norse Mythology, Dickens Stories, Historical Stories, Greek Mythology, Fairy Tales and Legends.

A month was to be given to each one, running the humorous animal stories of *B'r'er Rabbit* and *Hollow Tree* as after-stories, following the series and sometimes excitable first story.

The Story Hour opened November 2d and continued until April. One story period each week at 9.30 o'clock on Saturday morning. The winter's program opened with the Norse Cycle of stories: Story of Norse Gods, by Mabie; Norse Fairy Tales, by Dasent; Norse Hero Tales, from "Story Hour Magazine," and other sources; Rheingold Stories and Stories of Siegfried, by Chapin.

During December the Dickens Stories selected were: "David Copperfield," "Little Nell," "Christmas Carol," "Little Dorrit," "Paul and Florence Dombey."

Much good material may be found in "Charming Children of Dickens Stories" in "Told to the Children" series.

The Historical Stories for January were: Indian Legends, History and Traditions of the Indians, A

Man Without a Country, by Hale; Scottish Ballads, by Grierson; William Tell, by Upton; The Maid of Orleans, by Upton; Famous Men and Women, by Holland.

Splendid sources of Indian Myths may be obtained in books by Chas. Loomis, W. Canfield, Dr. Beau-champ, and Emerson.

During February the Greek Cycle of Stories began thus: Story of Greek Gods, Greek Fairy Tales, Story of Proserpina, The Odyssey, Hawthorne's Wonder Tales.

Material gathered from books by Bulfinch, Church, Kingsley, "Story Hour Magazine," and "Told to the Children" series.

The entire month of March was devoted to Fairy Tales: Russian Wonder Tales, by Wheeler; Japanese Myths, by Lyman; Jewish Legends, by Anna Naomi; Hindu Cradle Tales, by N. E. Noble; Irish Folk Tales, by Grierson.

Librarians throughout the country are beginning to realize that there are no means available that are more conducive of good than the well arranged Story Hour.

The next thing that will receive attention is the Adult Story Period. Mothers, teachers, and educators are realizing the good of well-told stories and the incessant demand is "What stories are best to tell?" and "Where may they be obtained?"

A great number of books are written, it is true, but the material while interesting may not always be tellable; therefore, the above list of stories and sources is submitted, hoping that it may satisfy in some little way the great demand of childhood, "Tell Me a Story."

Aims and Purposes of National Congress of Mothers

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may co-operate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to co-operate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

EDUCATION COMMITTEE

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State News

IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks the attention of every press chairman to the necessity of complying with this rule.

ANNUAL CHILD WELFARE CONFERENCES OF STATE BRANCHES NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

INDIANA, INDIANAPOLIS, OCTOBER.

MASSACHUSETTS, WORCESTER, OCTOBER 15,
16, 17.

NEW JERSEY, ATLANTIC CITY, NOVEMBER
12-13

NEW YORK, BUFFALO, OCTOBER 13-16.

OHIO, OCTOBER.

OREGON, PORTLAND, OCTOBER.

PENNSYLVANIA, LANCASTER, OCTOBER 28, 29,
30.

TEXAS, SAN ANTONIO, NOVEMBER 4-7.

VERMONT, BURLINGTON, OCTOBER.

What is State News?

CHILD-WELFARE MAGAZINE asks for reports of work accomplished from every circle or association in membership. In writing to the MAGAZINE please remember that news of nation-wide interest must tell of work actually accomplished. It is the work, and not those who do it, which should be made most prominent.

If there are conditions and needs which are problems, send those in the news given. Others may have solved the problems which are troubling you.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

Rural Parent-Teacher Associations

THE CHILD-WELFARE MAGAZINE is especially interested in making rural conditions better through improvement in schools, in surroundings of schools and towns, decorations in the schools, establishing libraries, conserving health, and improving sanitary conditions. All this may be accomplished through the work of a well-organized, active parent-teacher association. There are many which are doing valuable work and an account of what they have accomplished is an inspiration and help to those just beginning the work.

The Child-Welfare Magazine requests all parent-teacher associations which have done something of real value to send an account of it to the Magazine for publication.

CALIFORNIA

Congress Works for Extension of Home Economics Training—Strives to Establish Kindergarten Training Courses in all Normal Schools—Work of Pasadena High School—Home Making Taught—Dressmaking and Millinery—Exhibits Scientific Kitchen Management

The Executive Board of the California branch of the Congress are striving to unify and enlarge the scope of the courses in Home Economics in the Normal schools and University and have taken up the matter with Dr. Snyder, State Commissioner of Education.

The Congress is also urging that Kindergarten training courses be established in all State Normal Schools to meet the growing demand for kindergarten teachers.

Mrs. Rowell attended the annual convention of the South San Joaquin Parent-Teacher Associations and has visited Modesto and Bakersfield.

An apparatus for the pasteurization of milk has been presented to the Congress by Nathan Straus.

PASADENA HIGH SCHOOL WORK

"Our high school pupils can make almost anything from a party dress to an automobile," said Principal Jerome O. Cross at the exhibit and reception given to patrons and friends by the faculty of the high school, and that he spoke truly was evidenced by the work on exhibition. The vocational departments were those chiefly represented, and the displays made were remarkable for their extent and excellence.

In the Jane Addams building were the exhibits made by the domestic science, art

and allied departments. The "model home," which has been arranged in three rooms on the first floor and furnished by the girls of the domestic science and home management classes, was the place of exhibit for the sewing and millinery classes. In the living room, dining room and bed room of this attractive home were placed the suits, dresses, hats, coats and all the many pretty things made by the girls, many of which would have done credit to the most experienced dressmaker.

In the big kitchen where the cooking classes work, was an exhibit which showed how the girls are being trained in food values and scientific kitchen management. Along the walls were tables where were arranged charts and displays, showing the proper diets for children, for invalids, for working people, in fact for everyone who would require special dieting. One table was covered with the utensils employed in the cooking, including the most modern of equipment. Other tables held examples of the work done, jellies and jams, biscuits, bread, cake, pastry and other foods.

Upstairs in the same building were the art exhibits. The work, which filled two large rooms, included the usual pencil, pen and ink, charcoal and color work, designs and conventional work, many of the exhibits being of unusual merit. A large number of posters, made by the students to advertise various school activities, were shown, and the still life, landscape, figures and life sketches were excellent.

The arts and crafts department was represented by a large number of exhibits in copper and brass, leather, jewelry and other lines of work, the displays ranging from a copper chafing dish and a six-sided copper lamp to rings and chains. Several casse-

roles with copper and metal cases were shown, and there were a number of handsome lamps, bowls, trays, desk sets, paper knives and other examples of metal work. The case of jewelry was unusually attractive, among the exhibits being a handsome pendant, set with turquoises, long chains, rings, bracelets, fobs and pins.

In the main building was the exhibit of the manual training department, and a large room was filled with the furniture and other displays. Notable among the woodwork were a handsome copper-bound chest, a desk with complete fittings, tables, chairs, bookcases, chests of drawers and many other articles.

The printing department was represented by a form of type, perfectly set, and by a number of examples of the work done in the department, including programs, badges, items, book lists and many other examples of work.

The mechanical drawing classes showed many excellent pieces of work, some of the machine drawings, architectural plans and perspectives and other work being remarkable. The machine shop display ranged from chains, fire sets and other rougher pieces of work, to highly tempered steel knives, wrenches and complicated bits of machinery.

The classes in advertising showed a number of pages of sample advertisements for display work, as well as window cards, posters and folders.

Other departments were also represented with exhibits of work.

PUPILS IMPROVE SCHOOL.

The assistance which the manual training pupils of the high school have been to the district is shown by a list included in the exhibits, of some of the work done during the year. It reads as follows: Grandstand, seating capacity, 1200; fence around the athletic field; stanchions for cow barn; 75 test tube holders for the chemistry department; 60 hurdles for the track; 20 music stands; 4 screen doors; 14 window screens; watering trough; feeding racks; 350 flats for plant propagation; post office for main hall; leader's stand for the orchestra; three window boxes; medicine cabinet; victrola cabinet; 300 sign boards for the agricultural department; 10 soil test racks; two auto signs for the front drive; setting up machinery in the agriculture building and machine shop; float for the Tournament of Roses; dry rack for the

print shop; standing galley for the print shop; 30 blue prints of school district; 75 blue prints of teachers' programs; 60 blue prints of the school grounds; printing worth several hundred dollars.

FINE EQUIPMENT SEEN.

The splendid equipment of the modern language department was open for inspection during the evening, as were the rooms devoted to the study of English, mathematics and other subjects. The modern language equipment, which has been characterized by university authorities as the finest in the west, includes a large library, hundreds of photographs, so indexed and arranged that a student reading about Berlin or Paris can find carefully grouped, many pictures of the city or place under discussion. Games of the foreign countries, maps and charts and other equipment are also arranged for the use of the students. An unusual feature is the large number of dolls dressed in the costumes of the different countries studied—France, Germany and Spain—and giving the students a vivid picture of the dress and customs of the foreign lands. Small houses are fitted up in German fashion, showing the German furniture, and different styles of homes of the wealthy and the poorer classes, and everything is provided which would give the pupil a clear idea of the country he is studying and help him to get a grasp on the language through seeing the things he is talking about.

"Our work is both cultural and vocational," said Mr. Cross. "Although we do have many courses in practical work, it should not be thought that we are losing sight of the cultural side, for there are more students taking the cultural work and preparing for college than there are taking vocational work. We offer several courses in cultural work, English, languages, history, mathematics, biological and physical sciences, and all of these prepare for college. A student takes one or the other of these courses, with such additional work as may be arranged.

"Our policy calls for the thorough study of at least two subjects, since students take a major subject for three years and others for two years, before qualifying for graduation. We do not want our students to have a smattering of a few things, but we prefer them to study one thing thoroughly, rather than many superficially."

ILLINOIS

The summer work in Illinois is largely devoted to arranging Baby Contests or Exhibits in accordance with the places of our National Chairman, Mrs. Anna Steese Richardson. Mrs. Richardson's idea in regard to the popularity and educational value of these exhibits is an inspired one; every state organization should be glad to work for it.

Our new Year-Book is nearing completion and plans for new lines of work in every department are being laid out. Organization work is necessarily at a stand-still in the hot summer months but the campaign for the new year beginning in September is well planned and ready to be put into execution.

N. L. LANGWORTHY,
President.

IOWA**"What Sort of a Father Are You?"**

This question is found on every program of the Fathers' Club which was organized in the Madison Avenue School at Council Bluffs, Iowa, one year ago.

Ten clubs with about fifty members each have been formed during the year for the purpose "of bringing the fathers into closer touch with the children, the teachers, and board of education in an endeavor to bring about the very best results for the betterment of the children."

The slogan of these clubs is, "Make the Indifferent Different."

Programs for each month include live topics as follows:

GOVERNMENT

Force of Example.
Obedience-Punishments.
Self-Governing Clubs.
Money Considerations for Duties Performed.

Undesirable Acquaintances.

ENVIRONMENT.

Boy Scouts and Camp Fire Girls.
Out-of-Door Holidays.
Love of Nature.
Y. M. C. A. and Y. W. C. A.
Social Side of Active Life.

PHYSICAL.

Open-Air Schools.
Play Grounds.
Forced Development.
Medical Inspection.
The Sex Question.

OCCUPATIONAL

What Regular Duties Should be Required.
Manual Training.
Domestic Science.
Business Education.

CULTURAL.

Influence of Newspapers and Magazines.
Influence of Environment.
Influence of Music.
Influence of Books.
Amusements.

EFFICIENCY.

Are Our Children Trained For, Not Away from the Age in which We Live?
Educational Leaks.
How many Children Out of One Thousand Reach High School in Council Bluffs?
What About the Rest?

LEGISLATIVE.

Comparative Expenditures in Various States.
Juvenile Courts.
School House Construction.
Compulsory Education.
Teachers' Salaries and Pensions.

LOCAL.

School House as Community Centre.
Value of Fathers' Personal Visit to the Schools.

Women on the School Board.

The Question of Dollars.

Each month guests representing various interests are invited to the meetings; interested fathers from other districts, clergymen of the city, medical fraternity of the city, board of education, mothers' and teachers' club, Mayor and City Council, and the bar association.

Among the speakers of the year are numbered ministers, a judge of the United States Circuit Court, professors, senators, school superintendents, a judge of the superior court, a member of the state board of education and other interested citizens.

Membership in these clubs is limited to men twenty-one years of age or over.

The future plan is to form into a federation and an arrangement for each club to take up the same subject the same month.

MASSACHUSETTS

The annual convention of the Massachusetts Branch of Congress of Mothers will meet in Worcester, October 15. A reception to delegates at the home of the

president, Mrs. Milton P. Higgins, 228 West St., from 4 to 6 p.m., Oct. 15, will precede the opening session at Trade School Hall.

Mayor Wright, Superintendent Lewis, Professor Hankins, Clark University, and Miss Helen Hildreth will greet the delegates. Music under direction of Mrs. Chas. I. Rice, Director of Music in Worcester Schools. There will be addresses by Mrs. Higgins, Mrs. Frederic Schoff, and Dr. David Snedden, State Commissioner of Education.

Interesting addresses are promised at other sessions by Miss Lucy Wheelo, Principal of Boston Training School for Kindergartners, Mrs. S. H. Whitten, State Chairman Child Hygiene, Mrs. Anna Steese Richardson, New York, National Child Hygiene Chairman, Albert L. Barbour, Superintendent of Schools, Quincy, Dr. G. Stanley Hall, Clark University, and C. C. Whitecomb, Chairman of Trade School Exhibits in San Francisco, 1915.

The Bancroft Hotel will be headquarters.

MINNESOTA

Mrs. Wm. J. Logue, State Organizer for Minnesota, is visiting a number of towns in the state organizing mothers' circles—and arranging to organize parent-teacher associations as soon as schools open. Any one in Minnesota desiring to promote Mrs. Logue's efforts and secure her to present the work of the National Congress of Mothers should communicate with her at 885 Dayton Ave. St. Paul.

MISSISSIPPI

At the annual convention of the Mississippi branch of the Congress of Mothers in Natchez the following report was given by the president, Mrs. R. B. Stapleton.

**REPORT OF MISSISSIPPI CONGRESS OF MOTHERS
AND PARENT-TEACHER ASSOCIATION
FOR 1913-'14.**

In union there is strength. Co-operation means mutual council, mutual helpfulness and mutual action. Organized effort multiplies individual effort a thousandfold.

We have met in this congress to discuss how best to study the child's interest in home, school, church and state.

Since we met in Poplarsville last June, Mississippi has more than doubled her enrolment of Parent-Teacher Associations and Circles for child study. It is the one thing most sought after in our state to

help the child. How to organize a Parent-Teacher Association is a question that comes every day, and won't you come and tell us how to start? I think the Congress of Mothers and the Parent-Teacher Associations are doing the greatest work in Mississippi. There are more than one-hundred Parent-Teacher Associations in the state, and it will be but a short time before every school in town and county will have a Parent-Teacher Association or Mothers' Circle.

SOME OF THE THINGS WE ARE DOING.

The school house is a social centre where parent, child and teacher come to understand each other better. We are planting trees and building play grounds. Flowers are a specialty in many school yards and the barren spots made a place of beauty. Domestic science and manual training are being placed in both town and country schools, and nearly every school has started a library. In several schools the Parent-Teacher Association bought the piano and paid a teacher to give music. In one town the mothers taught the high school girls domestic science afternoons in the homes.

The Congress is co-operating with the State Federation to get compulsory education and kindergarten legislation. The growth is marvelous considering our needs. First, we need financing. All that has been done is the loving, sacrificing effort of a few faithful women with our National President to boost us and President Whitfield to encourage us. Second, we need a state organizer. More than one hundred clubs would be federated in this great work had we a strong woman to go show them how.

Two new departments have been created this year. A "Baby Saving" department with Dr. May F. Jones of the Mississippi State Normal College as superintendent, and "Home Economics" with Miss Mabel Ward of the I. I. & C. as superintendent. The state is indebted to Dr. Jones for a most excellent chart of the work the state Congress is doing. Dr. Jones prepared this chart and put it on display at Washington that Mississippi might show up as other states are in the great work we are doing. (Rising vote of thanks for chart.)

Our magazine—Wherever the National Congress Magazine is read, intelligent work for the Congress is the result. So we urge that every club take the Child-Welfare Magazine and use the programs for mothers' meetings.

The herculean tasks that burden our hearts as a special state work is for the Congress to provide a home for the homeless widow and children of the state. We have the land, vast acres, going to waste; we have the boys, too, numbers untold, going to ruin. The land and the boys can save each other and save the state and the nation. Where is the man or the woman who will not contribute to such a cause? Miss Emily Butt has tried for years to get a home for the homeless boy, but she begs in vain. Our little boys still wear the stripes of the hardened criminal. The time has come when the motherhood of Mississippi needs to show its spirit of love and patriotism and come to the rescue of not only the delinquent boy, but the homeless girl and helpless mother. If our men refuse to save and to help, where is the mother heart of the state? Oh, mothers, don't you hear the children calling you?

From the city slums and the country byways, from your own streets and shops and home they are calling, calling!

Don't you hear the children crying; weeping, wailing for their rights? Trundle beds all vacant, empty, little boys in prison stripes.

Let's wake up to our duty and our privilege and all over this state create such a sentiment for the homeless little ones that when Miss Butt goes once again to plead for them she will have the mother-love of Mississippi behind her and her cause will prevail.

Mississippi has tried to improve in better hogs, cows, and horses, and finds it a success. So we greet with approval and deep interest this scientific knowledge that develops the perfect child. And who does not want a perfectly developed child?

Mrs. Stapleton, owing to ill health, could no longer continue as president and was elected as honorary president. Mrs. Stapleton was organizer of the Congress and has been its president ever since.

The newly elected officers of the Congress are President, Mrs. J. B. Lawrence, Jackson; Vice Presidents, Mrs. W. J. Nelson, Goodman, Mrs. D. D. Durham, Poplarville, Mrs. George Davis, Columbus; Recording Secretary, Mrs. J. N. Worthy, Columbus; Corresponding Secretary, Mrs. W. G. Rames, Jackson; Treasurer, Mrs. George Covington, Hazlehurst; Historian, Mrs. H. M. Lydenstricker, West Point; Organizer, Mrs. S. Braeme, Jackson.

MISSOURI

Missouri Congress of Mothers Growing—Its Influence Spreading Throughout the State at Rapid Rate—Endorsed by Supt. of Public Schools—People are Awakening—Many Towns are Calling for County Institutes, Literature is Being Sent Out, Work Being Done

The work of the Missouri Congress of Mothers is making progress throughout the state.

During the month the State Superintendent of Education, William P. Evans, sent a letter to each of the County Superintendents recommending the work done by the organization and urging them to form Parent-Teacher Associations, whenever possible. In response to this appeal Mrs. John Farrington, corresponding secretary, has received letters from Audrian, Caldwell and Texas counties this week asking for congress literature for teachers and patrons, and also for speakers for the county institutes. Literature is being sent all over the state free of charge and whenever possible speakers will be furnished.

Mrs. J. B. McBride, state president, went to Marshfield at the invitation of the mothers of that place to organize a Parent-Teacher association. The Child Hygiene Department of the National Congress is particularly active during the summer months in an effort to lessen infant mortality. The great interest manifest locally the past month, is but typical of the work being done throughout the country in the interest of childhood.

Mrs. Anna Steese Richardson, who won much deserved fame in the Better Babies bureau of the Woman's Home Companion, is now chairman of Child Hygiene of the National Congress of Mothers. Whenever there is a Mothers' Club or Parent-Teacher organization, she sends free literature and directions for the "Better Babies" contest. These scientific health contests have almost entirely taken the place of the old time vanity show. The mother is quick to see the importance of having her baby up to the standard and if it falls below she is anxious to know the cause, and besides being advised to consult her physician, is given a little book of instructions on the proper care of the child. All the mothers want to do the best thing for the babies, it is only a question of knowing how. It is a matter of local pride that the work being done in Springfield for Infant Welfare by the local Council of Mothers

and the Visiting Nurse association with the help of the Greene County Medical society, compare favorably with the work being done along similar lines in the larger cities.

NEW YORK

The eighteenth annual meeting of the Mothers' Assembly of the State of New York will be held in Buffalo, Oct. 13-16.

The Mothers' Club of Buffalo, having one hundred earnest enthusiastic members, is working zealously to make this meeting "the Best ever"!

Mrs. Elli T. Hosmer, for many years a State Vice President, is general chairman of arrangements. Her familiarity with both state and local work is a great advantage. A splendid program will be given.

"The mighty oak from little acorns grows."

In November of last year Mrs. Walter Leroy Smith, National Chairman of the Parent-Teacher Department, gave an address in Troy starting the work which has developed into twelve clubs with a registration of one thousand and forty-four members comprising one central body with twelve affiliated branches. Each branch has accomplished some especial good for its particular district, such as purchasing a victrola, a fine new piano, anti-cigarette campaign, beautifying school-grounds, opening a summer public library, raising funds by food sales, recitals, lawn fetes etc. This was all accomplished in six months after the seed was sown. The keynote of this fine organization is "Co-operation," its watchword "Uplift."

OREGON

What one Parent-Teacher Association Has Done to Benefit the Community—Secured Special Tax to Build New School House with Patent Heating and Ventilating Plant—Built Board Walk on Road to School—Labor Donated by Men of the District—Supplied Chapel Organ and Dishes for School—Individual Drinking Cups Given—Secured State Travelling Library

In response to your suggestion, that a history of the efforts made to better the conditions, both material and social, in this community for the children as well as the parents, might be a help to others, I will give you as well as I can, an account of some of the things we have striven for, how we have gone about it; and the measure of success we have for our reward.

That you may understand the physical problems that confronted us, I will tell you, briefly, about the geography of our district. For the most part the land is rolling with frequent swales between the ridges as well as some genuine small swamps. Formerly the whole district was covered with a good growth of Oregon fir trees, among which was the usual luxuriant growth of hazel fern, common to the forests of western Oregon. The soil is red loam, which in its natural state absorbs the rain about as fast as it falls; but when used for roads, in rainy weather, mixes up into a very fondly clinging mass that some might call a loblolly.

The school house was placed in the geographical centre of the district, some twenty-five years ago, under great difficulties and personal sacrifices of the few early settlers. It was surrounded by heavy growths of timber and underbrush. Trails through the beautiful woods and across the marsh lands made the walks to school very picturesque.

But our wet Oregon winters raised the water on the low lands in some places, it became impassable, even with rubber boots, and often children would have to stay from school from three to five weeks at a time; a thing which happened as recently as three years ago, when ten children were kept from school for five weeks.

While these early conditions were bad enough, the building of the railroad, which crossed the west end of the district from north to south, brought about a far worse condition. For then the beauty of the trees, the glades and dells was lost sight of, and the value of the trees for cord-wood and the productive possibilities of the lands were what appealed to the people. So immediately the trees were being made into cord-wood and hauled to the stations, where a majority of the school children lived, making the roads almost impassable for them, during the winter months.

Around the stations five and ten acre tracts were laid out and sold. This influx of new settlers crowded the little school-house. The stove, the best that could be had, was not a success; it heated the ceiling and left the feet cold. The windows rattled, the floor shook. Mud puddles surrounded the school-house and play-grounds; and a particularly large one took place where the lower step to reach the porch should have been. Therefore the little feet clumped into the school-house, leaving puddles of water under each cramped

old fashioned desk, and chunks of mud on the floor.

It is evident that children coming to school over such roads and reaching there wet from their feet to their knees, were not in condition, either physically or mentally, to study their lessons or to receive instructions about them.

Now for the school itself. Through the influence of these adverse conditions possibly, and possibly from the lack of experience or maybe from lack of natural ability, or all of these in a measure, two teachers in succession failed with the school; with the usual resultant wrangling, and quarreling among the children and like bickerings and misunderstandings among the parents.

It was to try to remedy this condition in the school that the first effort was made; all the other work done here had its beginning in this first effort. The first move was to ask the newly hired teacher to meet the parents at a reception, to be given the Saturday before school opened, she gladly responded as did also the parents. As a result of this meeting school was opened with a reversed position existing between teacher and pupil. For the teacher with the parent was now trying to unite their forces for the betterment of the pupil; instead of (as had formerly been the rule) parent and pupil working against the directors and the teacher.

At the first meeting arrangements were made to appoint a regular meeting day just to try to keep in touch with the school. The time was set for two weeks from that day. In the meantime we discovered that such meetings were being held all over the state, and were called Parent-Teacher Associations.

We procured a copy of the constitution from a near by association and organized a parent-teacher association upon that date with sixteen members. Our aim was not only to correct the existing conditions, but to ferret out all the good we could find and put it where it could be made use of.

In a remarkably short time we had all but eight or ten of the eligible persons in the district enrolled as members.

An inspiration for better things seemed to be in the air; and when a vote was taken to levy a special tax to build a new schoolhouse it passed unanimously. The new school house was finished for the opening of the next fall term of school. A room 28 by 42 feet, equipped with new single seat desks, the latest improved patent heating and ventilating plant, a good built in book-

case, wide porch, broad steps and a large cement platform in front, a good stone-walled basement with cement steps, in fact it is said to be the best one-room school-house in Washington County.

We had before this given a party and raised fifty dollars to buy planks to be used for a single plank walk over the worst mud holes on the roads to the school-house. These planks were laid on supports six inches or more above the ground as the conditions required, and securely nailed with spikes. The labor was donated by the men of the district.

Recently we had another party and raised money, which together with subscriptions from land owners, paid for nine thousand feet more of planks. This is now on the ground; and we expect to have it laid before the next term of school.

Money was raised to buy a Chapel organ to be used for Church and Sunday-school (which are held in the school-house) as well as for school purposes.

In giving entertainments at the school-house we found it a great inconvenience to carry dishes up there and back, therefore we used some money to buy cups, plates, forks, spoons and a coffee boiler; we have a stove in the basement, where we serve all refreshments and have our play parties. The children have the use of the cups all during the school term, to use as individual drinking cups, each child's name is written on a cup and hung in its own place, twenty-eight cups in a row.

The school has a very good library and in addition we have secured the State Traveling Library, which is kept in the school book-case during school and at home during vacation, and has been quite extensively and appreciatively read.

We have had the same teacher for two successive terms, or sixteen months. The term is ending with both school and neighborhood in a peaceful, hopeful and harmonious condition.

As a summary I would say that two years busy work has showed the following improvements, viz.—

A new school-house,—improved school-grounds, a good organ,—about seven thousand feet of plank walk,—a partly equipped banquet hall,—and a very good library.

And above all else we can boast of having run an organization consisting of over forty members for two years, without any discord, friction and dissensions.

MRS. C. M. STILES
President

PENNSYLVANIA

The program for the coming 15th Annual meeting of the Pennsylvania Congress promises a most instructive series of meetings.

Lancaster is to be the place of meeting and the time, the last week in October. Beginning on the morning of Wednesday the 28th, there will be a board meeting at 11 A.M. The State Council will meet in the afternoon at two o'clock. From four to six a reception. At eight o'clock the opening meeting will take place with the usual greetings and invocations. On the evening of the 28th, Mrs. H. W. Barnard, President of the Central Council of the Lancaster associations, will extend greeting, response to which from Mrs. George K. Johnson will take the form of a brief outline and report of the year's work.

Dr. J. George Becht, Secretary of the State Board of Education, will deliver the address of this evening.

Reports of officers department, chairmen and delegates will occupy the hours of Thursday morning. On Thursday afternoon at 2 o'clock Mrs. Anna Steese Richardson, chairman of the National Congress Child-hygiene Committee, and Mrs. Charles P. Mercer, Chairman of the Pennsylvania Child-hygiene committee, will tell of the Better Babies' work. Mrs. Charles Gilpin Jr., Chairman of the Trustees for Mothers' Pensions, will speak of the experiences and benefits of the system enacted by the last legislature. The rural phase of well being will be presented by Dr. Lilian Johnson, of Memphis, Tennessee, whose subject is Rural Organization. Dr. J. Horace McFarland of Harrisburg will in an illustrated address tell of "Parents and Country Homes," "Training in Morals" is the subject which Miss Alice Parker, Supervisor of Kindergartens in Pittsburgh, will present, and her practical successes will be described. Dr. Joseph Swain, president of Swarthmore College, will also make a valuable address at this session.

Friday morning will be occupied with business sessions.

Mrs. Milton P. Higgins, of Boston, a vice-president of the National Congress, will address the meeting on Thursday afternoon at 3 o'clock. Dr. William Q. Bennett of Pottsville will tell of the Value of Co-operation of the Mother's Congress in the work for the children in the Anthracite District.

On Friday evening Judge Isaac Johnson of Media and Mrs. Frederic Schoff,

president of the National Congress of Mothers, will give addresses of importance and instructive value. Mrs. William F. Young of Chicago will tell of The Social Obligation of the High School.

The resolutions committee will report at this closing session.

Rates for accommodations at hotels will be given by card, in good season.

Both rate and accommodation will be reasonable and convenient since Lancaster has a number of pleasant and well kept hotels.

Delegates should be appointed far enough in advance to insure representation and reports should be made in writing.

Congress Headquarters are located at 1302 Spruce St., Philadelphia.

TENNESSEE

The Nashville branch of the Mothers' Congress is conducting a free clinic which it opened in May for the use of school children.

Mrs. Eugene Crutcher in presenting the clinic to the Board of Education and Superintendent of County Schools said in part:

To you, we, of the Parent-Teacher Associations of Nashville and Davidson County, offer the *use* of this clinic, for the school children. It is the gift of those closest to the child—Mothers and teachers—who best know the actual *needs* of the child; the greatest advance was made in this city, when you placed Medical Inspection in our schools. Thousands of children are better today because of it. No price is too great to give our city a strong, vigorous, healthy citizenship, aside from the humanitarian aspect of the question.

All this is but a beginning; there are still thousands, who because of limited means, or lack of knowledge where to secure the *proper* treatment continue to suffer and are doomed to physical and mental feebleness and suffering with all the burden of dependence, or to premature death.

To all who need this, we offer it. For the present, the clinic will be owned, governed, and financed by the Parent-Teacher Associations, through a board of directors. The School Medical Inspectors and nurse will be in immediate charge.

We hope that the County will follow the City in establishing Medical Inspection. Why postpone it? Get it *now*. But your children need not wait for *that*, if we can help them in this clinic. Let us pray that this is a beginning, one of many in city, county and state, till there remains not a school child, suffering, warped and unable

to take the education you offer and pay for, because of his physical condition.

We ask for your co-operation in our great work and hope that you will accept the use of this clinic for the children.

Tennessee has published a year book containing the report of the Third Annual Congress in Knoxville last March with reports of the associations in membership. It is Tennessee's first year book and is a credit to the officers who were responsible for its publication.

TEXAS

Membership in the Texas branch of the Congress was almost doubled last year. We hope after our fall campaign to double

again this year. It only means education of our circles and a little understanding of club hygiene. Our plans are developing for our State Organizer, a woman who has resigned school work to do this—we hope to keep her employed 8 months of the year beginning the last of September.

The annual Child-Welfare convention will meet in San Antonio Nov. 4-7. As Texas has 200 counties it has been necessary to divide the state into districts and hold District Conferences. In the Third District which will be organized before the annual convention there are 26 counties.

The work is growing. More women are realizing their responsibility in the work, which is a good thing.

Co-operation of National Congress of Mothers and Woman's Home Companion

A Letter From Mrs. Anna Stæse Richardson, Better Babies Bureau, Woman's Home Companion, and Chairman Child Hygiene Department, National Congress of Mothers.

The Woman's Home Companion took up the Better Babies' Campaign with the thought to make an interesting feature for the parents among our readers. We planned to give a few Better Babies' prizes and report such contests as might be held as the result of the stories in our magazine. We suddenly woke up to the realization that, instead of having on our hands an attractive feature for our readers, we had a great national campaign in child-saving. We found ourselves doing, in a big, popular way, what boards of health and organizations like the American Association for the Study and Prevention of Infant Mortality had been trying to do, without capital and without an official and popular organ to conduct a campaign that would reach all classes of intelligent people. We were in the work and we had to stay in it or acknowledge our inability to handle the campaign.

Last year I expended for the Better Babies' Bureau a fund of more than twenty thousand dollars for printing of literature and its distribution, for the staff of people required to handle the correspondence, for the medals, diplomas, certificates, etc. We had to give out the literature to whomever asked for it, without money and without price, because we were conducting a race betterment campaign. People took our literature and held contests as they liked; sometimes very badly, indeed. In several cases there were suits over the medals and prizes; in other cases the doctors were careless about the examinations and the blame was thrown on this magazine. Again,

women used the Better Babies' Contest as a means of self-exploitation. We could not possibly attend all contests. When our representatives were present the contests were properly conducted. We realized that we must reorganize the campaign on a new basis.

I had been in communication with Mrs. Schoff and other workers in Philadelphia and it seemed to me that the Congress of Mothers was in a position to take over this campaign. Mrs. Schoff felt the same way and we reached a temporary agreement by which the Congress of Mothers was to co-operate with the Better Babies' Bureau in holding contests or Better Babies' Health Exhibits or Mothers' Councils during the present season. We hoped that if the Congress could swing the campaign for Better Babies during 1914, in 1915 we could turn the entire Better Babies' movement, with the large appropriation, over to them, and the *Woman's Home Companion* could drop out of the work entirely and our workers return to the business of making a magazine. A campaign of this kind is a great expense to the magazine and its subscribers soon tire of it. If the Congress of Mothers was able to assume the responsibility of the Better Babies' Contests all over the country, they would have the backing of this great corporation.

What we are trying to do now is to substitute Better Babies' Health Exhibits and Mother Conferences for the contests, to reduce the labor involved and to do away entirely with the spirit of competition.